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ABSTRACT

South Carolina's Guide to Child Development addresses three domains of learning: psychomotor, cognitive, and affective. The first unit of the guide, Child Development I, concerns the processes of understanding prenatal development, caring for an infant, providing care for children between 1 and 6 years of age, and delivering care for the exceptional child. Units of Child Development II focus on additional aspects of providing care for children, and on the processes of identifying situations that are problematic for children and recognizing career opportunities in the field of child care. Units are further organized in terms of competencies, performance objectives, performance guides, learning experiences, and instructional resources. Appendices provide definitions of terms; 53 items of supplementary material; numerous designs for transparencies; a bibliography of 64 citations; sources of printed educational media; a list of films, filmstrips, videos, and audiotapes and the institutions from which they are available; and a short list of computer software, kits, models, puzzles, transparencies, and slides, and the sources from which they may be obtained. (RH)

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SOUTH CAROLINA GUIDE FOR CHILD DEVELOPMENT

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GUIDE
FOR
CHILD DEVELOPMENT**

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INTRODUCTION

This Guide addresses the three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

Psychomotor

Manipulative skills, such as sharpening a pencil and making a bulletin board display, are representative of activities that are psychomotor in nature. These tasks are identified in a minimum competency list and grouped by duties and objectives. Each performance objective has a performance standard which must be met to demonstrate student proficiency in the manipulative aspect of the task.

Cognitive

Cognition is the mental process by which knowledge is acquired. To perform psychomotor tasks, students must think. Effective thinking is necessary for successful performance of job tasks. Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test knowledge, students may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level. This guide enables the instructor to provide decision-making opportunities for students, thus developing their cognitive skills.

Affective

The affective domain deals with attitudes, interests and values development. Desirable behavior is the learning outcome of the affective domain. This guide presents activities created to promote an understanding of self and others in a working environment. The instructor is encouraged to use the activities to stress how attitudes, values, and goal attainment influence working relationships and productivity.

USE OF THIS GUIDE

This guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, teaching activities and evaluation questions. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills, in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement.

CHILD DEVELOPMENT I

UNIT A. Understanding Prenatal Development

- Competency: 1. Relate maternal well-being to a healthy pregnancy.
2. Describe developmental changes of pregnancy.

UNIT B. Care for an Infant

- Competency: 1. Describe developmental tasks of an infant.
2. Provide for the needs of an infant.

UNIT C. Care for Children (Ages 1-6)

- Competency: 1. Care for the physical development of a child.
2. Care for the social, emotional, and intellectual needs of a child.
3. Identify health and safety practices and precautions to use with children.

UNIT D. Care for the Exceptional Child

- Competency: 1. Identify types of handicapped conditions.
2. Promote maximum development of the gifted child.

CHILD DEVELOPMENT I

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following class discussion and participation in selected activities, the learner will correctly identify a minimum of five factors associated with a healthy pregnancy.	1.1 Describe six signs of pregnancy.	1.1a Read and discuss selected references on signs of pregnancy.	Better Homes and Gardens. Women's Health and Medical Guide , pp. 358-60. Brisbane. The Developing Child: Understanding Children and Parenting , pp. 90-91. Ryder. Parents and Their Children , pp. 76-78.
	1.2 Discuss the importance of good hygiene and rest during pregnancy.	1.1b View and discuss filmstrip and complete worksheet. 1.1c Complete Supplement 2. 1.1d Complete H. D. Module 31. 1.2a Read and discuss selected references dealing with good hygiene and rest during pregnancy.	Supplement 1: Film Evaluation Guide. Guidance Associates. Pregnancy . (Filmstrip). Supplement 2: Signs of Pregnancy. South Carolina Department of Education. H. D. Module 31: The Expectant Family . Brisbane. The Developing Child: Understanding Children and Parenting , pp. 100-3. Decker. Children: The Early Years , pp. 71-74.

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b View and discuss video or filmstrip on personal hygiene.	Ryder. Parents and Their Children , pp. 68-72.
		1.2c Complete Worksheet 1.	Tambrands Incorporated. Who Am I Now? (Video).
		1.2d Work in groups to compile a list of positive hygiene habits.	March of Dimes. Let's Talk About You. (Filmstrip).
		1.2e Identify positive hygiene habits on a teacher-prepared list.	Tambrands Incorporated. Worksheet 1: From Fiction to Fact. (Teaching Portfolio).
		1.2f Write a brief summary of the importance of adequate rest during pregnancy.	
		1.2g Prepare a booklet or poster illustrating the importance of rest and good hygiene during pregnancy.	
	1.3 Discuss the importance of an adequate diet for a pregnant woman.	1.3a Read selected references related to an adequate diet during pregnancy.	Supplement 3: Positive Female Hygiene Habits.
			Brisbane. The Developing Child: Understanding Children and Parenting , pp. 94-100.

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b View and discuss the filmstrips. 1.3c Discuss the Daily Food Guide and nutritional requirements during pregnancy. 1.3d List nutrients that should be increased during pregnancy and identify food sources of each. 1.3e Draw a fantasy picture of each nutrient and write a "job description" for each as it relates to the diet during pregnancy. 1.3f Invite a dietitian to speak on prenatal food requirements. 1.3g Work independently to develop a balanced three-day dietary plan for a pregnant woman. 1.3h Choose a fast food restaurant and use the menu to plan a nutritious meal for a pregnant woman. Calculate the calories. (Use TRS 80 Fast Food).	Decker. Children: The Early Years, pp. 69-71. March of Dimes. Inside My Mom. Unfinished Child. (Filmstrips). Dietitian--Clemson Extension Representative. Decker. Children: The Early Years: Student Activity Guide, p. 24. Orange Juice. Fast Foods Computer Program for TRS 80. (Computer Software).

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Identify characteristics of comfortable maternity clothing.	1.4a Brainstorm for characteristics of comfortable maternity clothing. 1.4b Invite a resource person to speak on the topic Clothing Choices During Pregnancy. 1.4c Discuss ways to obtain maternity clothing other than by purchasing. 1.4d Utilize catalogs and magazines to select a complete wardrobe for a pregnant woman and estimate the cost.	Clemson Extension Personnel Maternity Clothing Salesperson Expectant Mother Mail Order Catalogs Magazines Pattern Catalogs
	1.5 List factors which influence the selection of activities during the prenatal period.	1.5a View transparencies on guidelines to follow in selecting activities during pregnancy. 1.5b Discuss leaflet.	Transparency 1A: Guidelines To Follow In Selecting Activities During Pregnancy. South Carolina Department of Health and Environmental Control. Exercises for Pregnancy and Childbirth. (Leaflet).

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.6 Discuss how both parents can share in pregnancy and childbirth.	1.5c Role play some appropriate activities that illustrate dangers during the prenatal period. 1.5d Select from a list those activities considered appropriate during the prenatal period. 1.6a Read and discuss selected references related to family adjustments during pregnancy and childbirth. 1.6b Invite a resource person to speak on the effects of pregnancy and childbirth on family lifestyles. 1.6c Write a paper summarizing at least five ways both parents can share in pregnancy or childbirth.	Supplement 4: Appropriate Activities During Pregnancy. Ross Laboratories. Becoming A Parent: Some Common Concerns from Pregnancy to Parenthood. (Booklet). Brisbane. The Developing Child: Understanding Children and Parenting, pp. 104-6. Draper and Draper. The Caring Parent, pp. 41-46. March of Dimes. Be Good To Your Baby Before It Is Born. (Pamphlet). Obstetrician Nurse Prepared Childbirth Class Instructor South Carolina Department of Health and Environmental Control. Facts For Fathers. (Leaflet).

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 1. Relate maternal well-being to a healthy pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6d Prepare a poster or collage illustrating ways both parents can share in pregnancy and childbirth (individual or small group activity). 1.6e Role play parents attempting to cope with interpersonal situations that may occur during pregnancy and childbirth. 1.6f Complete open-ended sentences related to parental interpersonal relationships during pregnancy.	Supplement 5: Spousal Attitudes Toward Pregnancy and Childbirth.

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1, After participating in teacher selected learning experiences, the learner will describe the developmental changes of pregnancy with a minimum of 80% accuracy.	1.1 Define selected terms related to prenatal development and birth.	1.1a Read selected resources on prenatal development and birth.	Decker. Children: The Early Years , pp. 51-62, 76-83. Brisbane. The Developing Child: Understanding Children and Parenting , pp. 57-86, 125-32.
	1.2 Identify prenatal stages in the development of a child, conception to birth.	1.1b Define terms related to prenatal development and birth. 1.1c Complete crossword puzzle composed of prenatal development terms. 1.1d Complete word search puzzle of vocabulary terms. 1.1e Play reverse bingo. Call clue (definition) with words on bingo cards. 1.2a Read and discuss selected references on stages of prenatal development.	Supplements 6A-6B: Prenatal Development Word List. Nasco. Child Development Puzzle Book , p. 3.3a. Supplements 7A-7B: Birth Vocabulary Word Search. Use H. D. Module 5 as a guide for developing bingo cards. pp. 51-53. Anselmo. Early Childhood Development , pp. 51-62. Brisbane. The Developing Child: Understanding Children and Parenting , pp. 59-60. Fogel and Melson. Child Development: Individual, Family, and Society , pp. 108-9.

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 List main developmental characteristics of each month of pregnancy (mother and child).	1.2b Complete H. D. Module 32. 1.3a View and discuss these audiovisuals: • How Life Begins • Human Reproduction 100 • Preparing for Parenthood • Pregnancy 1.3b Examine models or pictures that depict stages of prenatal development. 1.3c Invite an obstetrician to visit the class and discuss what he/she looks for at each month of development.	Mawhinney. Child Development: Parenting and Teaching, pp. 42-44. South Carolina Department of Education. H. D. Module 32: Pregnancy. Nasco. How Life Begins. (Video). Guidance Associates. Human Reproduction 100. (Slides). Guidance Associates. Preparing for Parenthood. Pregnancy. (Filmstrips). Guidance Associates. Human Fetus Models. Birth Atlas in High School Science Department Local Obstetrician Health Department

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given case studies of pregnancy related health problems, learner will identify the causes and suggest ways to avoid the problems or lower the odds for the occurrence of each. A minimum score of 80% must be achieved.	2.1 Identify three danger signals during pregnancy.	1.3d Schedule a panel of women in each of the nine months of pregnancy to discuss what is happening to them regarding the developing pregnancy at that stage.	Community Members Faculty
		1.3e Use computer software to reinforce learning.	Orange Juice. From the Beginning: Prenatal Development and Childbirth. (Computer Software). Career Aids. Birth Defects: Causes, Detection, Diagnosis, Treatment, and Prevention. (Computer Software).
		2.1a Visit the library and utilize classroom resources to locate information related to complications of pregnancy.	The Life Cycle Center, Kimberly-Clark Corporation. Your First Pregnancy, pp. 24-25. (Booklet). South Carolina Department of Health and Environmental Control. Usual Complaints and Problems of Pregnancy. (Leaflet).
		2.1b Define terms associated with complications of pregnancy.	Supplement 8: Terms Associated With Complications of Pregnancy.

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.2 Discuss ways to lower the odds of common complications of pregnancy.	2.1c Form groups to brainstorm for danger signals during pregnancy and present results to the class. 2.1d Create a crossword puzzle or word search on danger signals during pregnancy. 2.1e Identify from a teacher-made list at least three danger signals during pregnancy. 2.2a Read selected references and discuss ways to lower the odds of common complications of pregnancy. 2.2b Collect and analyze pictures for factors that contribute to complications of pregnancy. 2.2c Invite a resource person to discuss the odds of common complications of pregnancy occurring.	Supplement 9: Danger Signals During Pregnancy. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 92-94. March of Dimes. Be Good To Your Baby Before It Is Born. (Pamphlet). Supplement 10: High Risk Pregnancy Factors. Local Nurse Local Obstetrician

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Given an objective test on characteristics of newborn, premature and postmature infants, the learner will complete the test items with a minimum of 80% accuracy.	3.1 Describe the physical characteristics of the newborn baby.	3.1a Read selected references. 3.1b Invite a pediatrician to discuss the following topics: • Characteristics of a newborn • How the health status of a newborn is determined 3.1c Videotape newborns during various activities and show the class. (Make slides or pictures.)	South Carolina Department of Education. H. D. Module 4: Postpartum Care. Decker. <i>Children: The Early Years</i>, pp. 90-92. Local Pediatrician Supplement 11: Apgar Scale. Decker. <i>Children: The Early Years</i>, pp. 91-92. Camcorder Videotape newborns whose parents will consent to a video session. (Offer to make the parents a copy as an incentive.) Johnson and Johnson. <i>Infant Development: A First-Year Guide to Growth and Learning. A First-Year Support Guide For New Parents. (Parenting Videos).</i>

CHILD DEVELOPMENT I

UNIT: A. Understanding Prenatal Development

COMPETENCY: 2. Describe developmental changes of pregnancy.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.2 Describe the conditions of premature and postmature babies at birth.	3.2a Read and discuss selected resources. 3.2b Cite characteristics of the premature (pre-term) and postmature (post-term) baby. 3.2c Invite a Pediatrician or Pediatric Nurse to discuss and describe the conditions of premature and postmature babies at birth. 3.2d Invite parents of premature and postmature babies to present a panel discussing the conditions of the children as they vary from "on-time" babies.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 140-41. Leavenworth et al. Family Living, pp. 141-43. Supplement 12: Characteristics of Premature and Postmature Infants. Local Hospital Neonatal Unit Local Pediatrician Pediatric Nurse Lamaze Instructor Local Parents

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 1. Describe developmental tasks of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After reading selected references and participating in learning activities, the learner will describe physical, emotional, social, and intellectual development during the first year according to specifications set forth by the instructor.	1.1 Identify developmental tasks of infants from birth to one year.	1.1a Read selected references. 1.1b Formulate a definition of developmental tasks and list examples. 1.1c Discuss the following sources from which developmental tasks arise. • physical growth • social pressures • inner pressures 1.1d Explain the interrelatedness of the common characteristics of development.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 27-28. Decker. Children: The Early Years, pp. 25-26. Draper and Draper. Caring for Children, p. 116. Brisbane. The Developing Child: Understanding Children and Parenting: Teacher's Resource Book, p. 35. Transparency 2: Characteristics of Development.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 1. Describe developmental tasks of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Describe the laws of growth.	1.1e Share personal accomplishments that are related to developmental tasks mastered earlier in life. 1.2a. Read and discuss selected references on human growth and development.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 142-64. Decker. Children: The Early Years , pp. 117-24. Draper, Ganong, and Goodell. See How They Grow , pp. 54-109. Mawhinney and Petersen. Child Development: Parenting and Teaching , pp. 55-73.
	1.3 Describe physical, social, emotional, and intellectual development during the first year of life.	1.2b Develop a chart that illustrates the laws of growth. 1.3a View a commercially produced or teacher-made video that shows the abilities of newborns.	Johnson and Johnson Baby Products. Infant Development: A First-Year Guide to Growth and Learning. Newborn. (Parenting Videos) . Teacher-made video on newborns

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 1. Describe developmental tasks of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b Share the results of personal observations related to the abilities of newborns. 1.3c Work in groups to construct a chart that outlines the physical development of a child during the first year of life. 1.3d View video of children, birth to one year. Look for evidence of emotional and social development. 1.3e Develop a chart of emotional and social development characteristics for the first year of life. 1.3f Complete learning activity on Social-Emotional Development of the Infant. 1.3g Observe an infant and report on his/her social development.	Gerber Product Company. Infant Development: Birth to 12 months. (Chart). University of California. Parent Express: A Month by Month Newsletter for You and Your Baby. Johnson and Johnson Baby Products. Newborn. (Parenting Video). Transparency 3: Stages of Emotional Development. Decker. Children: The Early Years: Student Activity Guide, pp. 45-46. Supplement 13: Observation Sheet: Observing Social Development of Infants.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 1. Describe developmental tasks of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3h Read and discuss selected references. 1.3i Review Piaget's theory of intellectual development and describe the sensori-motor period. 1.3j Divide a large piece of paper into four columns and label with Piaget's stages of intellectual development. From an envelope, draw learning situations such as looking for a hidden toy, setting goals, classifying toys by brand, or playing "Let's pretend." Decide correct column for each card. 1.3k Create three toys designed to stimulate an infant's intellectual development. Display the toys in class.	Brisbane. The Developing Child: Understanding Children and Parenting: Teacher's Resource Guide, pp. 90-91. Draper, Ganong, and Goodell. See How They Grow, pp. 82-100. Evans and Ilfeld. Good Beginnings: Parenting In the Early Years, pp. 22-30, 50-55. Draper, Ganong, and Goodell. See How They Grow: Teacher's Resource Guide, p. 43.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 1. Describe developmental tasks of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3l Write to toy companies and ask how the company takes the level of development of children into consideration when designing toys. Share findings with class. 1.3m Collect toys or pictures of toys for an infant. Classify each according to its potential for stimulating an infant's intellectual development. 1.3n Utilize a computer-based approach to child development via the "Young Parent, Young Child" computer program and "Beyond the Beginning...Early Childhood." 1.3o Write a paper titled "The Relationship of Childhood Developmental Tasks to Happiness and Success in Later Life."	Magazines Toys EMC Publishing. Young Parent, Young Child. (Computer Software). Orange Juice. Beyond the Beginning... Early Childhood. (Computer Software).

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of activities related to basic needs of infants, the learner will select three and demonstrate personal skill in meeting the needs according to predetermined criteria.	1.1 Discuss the following infant feeding techniques. • Breast • Bottle • Solid food	1.1a Discuss feeding an infant as presented in selected references. 1.1b Invite new mothers to serve on a panel to share breast-feeding experiences. 1.1c View and discuss the film: Beginning Breast-Feeding.	American Red Cross. Family Health and Home Nursing, pp. 122-23. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 108-10, 167-69. Decker. Children: The Early Years, pp. 158-59. Ross Laboratories. Becoming a Parent: Some Common Concerns from Pregnancy to Parenthood. (Booklet). South Carolina Department of Health and Environmental Control. A Guide To Breast-Feeding Your Baby. Beginning Breast-Feeding. Breast-Feeding. (Leaflets). Mead Johnson and Company. Feeding Baby. (Booklet). South Carolina Department of Health and Environmental Control. Beginning Breast-Feeding. (Film).

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1d Compare the advantages and disadvantages of using commercial and non-commercial formula. 1.1e Conduct a discovery learning activity via an exhibit of breast-feeding equipment and directions for use. 1.1f Demonstrate the process of bottle sterilization. 1.1g Observe a mother bottle-feeding the baby and discuss the techniques used. 1.1h Display and discuss the nutritional value of various solid foods recommended for babies. 1.1i Invite a resource person to discuss solid food for babies. 1.1j View and discuss filmstrip series. 1.1k Complete H. D. Module 46. 1.1l Respond to case studies related to feeding infants.	Ideal Audio Visual Services, Incorporated. Nutrition for the Newborn. (Filmstrip Series). South Carolina Department of Education. H. D. Module 46: Feeding the Infant. Supplement 14: Case Studies: Feeding Infants.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Bathe and dress an infant.	1.2a Read and discuss suggested references on bathing and dressing an infant. 1.2b List supplies necessary for a baby's bath. 1.2c Demonstrate bathing a baby. 1.2d Complete Module H. D. 43, Part I. 1.2e Develop appropriate guidelines for dressing an infant. 1.2f Show and discuss types of diapers. Practice putting diapers on dolls. 1.2g Demonstrate procedure(s) for dressing an infant. 1.2h Utilize cutouts from mail order catalogs and scraps of fabrics to "dress" a sketch of an infant.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 172-79. Decker. Children: The Early Years, pp. 163, 172-74. Johnson and Johnson Baby Products. Bathing A Baby. (Chart). Nasco. Baby Care Demonstration Kit. South Carolina Department of Education. H. D. Module 43, Part I: Bathing and Dressing An Infant. Johnson and Johnson Baby Products. Diaper Changing. (Chart). Cloth and Disposable Diapers Supplement 15: Dressing An Infant.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Discuss selection and care of clothing for infants.	1.2i Complete Module H. D. 43, Part II.	South Carolina Department of Education. H. D. Module 43, Part II: Dressing An Infant.
		1.3a Read and discuss references on clothing for infants.	Decker. Children: The Early Years , pp. 162-63.
		1.3b Display clothing for infants that emphasizes safety, comfort, ease of care, and allowances for growth. Use activity sheet for evaluation purposes.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 110, 174.
		1.3c Complete "Shopping for the Newborn" activity.	Decker. Children: The Early Years: Student Activity Guide , pp. 53-54.
		1.3d Develop a poster on clothing for infants.	----- Children: The Early Years: Student Activity Guide , p. 33.
		1.3e Demonstrate the proper care of infant's clothing.	
	1.4 List conditions that help develop good infant sleep habits.	1.4a Read and discuss references on infant sleep habits.	Brisbane. The Developing Child: Understanding Children and Parenting , p. 181.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.5 Discuss adequate medical care for an infant.	1.4b Discuss the importance of an infant developing good sleep habits. 1.4c Role play solutions to problems caregivers often experience when infants refuse to take a nap. 1.4d Work in groups to develop a list of techniques that promote the development of positive sleep habits. 1.4e Develop a bulletin board or poster on bedtime tips and topics. 1.4f Complete H. D. Module 45. 1.5a Read and discuss references on medical care for infants.	South Carolina Department of Education. H. D. Module 45: Getting An Infant To Sleep. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 405-6. Decker. Children: The Early Years, pp. 455-59. Marhoefer and Vadnais. Caring for the Developing Child, pp. 80-88.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.5b Invite a resource person to discuss immunizations. 1.5c Work in groups to develop a medical checkup schedule for infants. 1.5d Complete H. D. Module 44. 1.5e Develop a list of physical problems of infants. 1.5f Interview mothers in the community to learn their techniques for determining if an infant does not feel well.	United States Department of Health, Education and Welfare. Parents' Guide to Childhood Immunizations. (Brochure). Metropolitan Insurance Company. Immunization: When and Why. (Leaflet). Sample Immunization Record Ross Laboratories. Becoming A Parent: Some Common Concerns from Pregnancy to Parenthood. (Booklet). South Carolina Department of Education. H. D. Module 44: Medical Care for Infants.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.6 Explain how play contributes to the development of infants.	1.5g Visit a day care center to observe caretaker's responses to physical problems of infants and report findings to the class. 1.5h Complete activity sheet: Protecting Children's Health and Safety. 1.6a Read and discuss selected references on toys and play for infants. 1.6b Discuss how play helps an infant develop in the following areas: • physical • social • intellectual • emotional	Decker. Children: The Early Years: Student Activity Guide, p. 153. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 222-33. Decker. Children: The Early Years, pp. 432-36, 468-71. Draper, Ganong, and Goodell. See How They Grow, p. 123.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.6c Name or show at least three suitable play objects for infants at each of the following age levels: • 3 months • 6 months • 7 months • 12 months 1.6d Role play one activity without the use of toys. Examples may include these: • Peek-A-Boo • Pat-A-Cake • Mimicking sounds 1.6e Complete Supplement 16. 1.6f Brainstorm factors to observe when selecting toys for infants. 1.6g Collect and discuss news articles on toys for children. 1.6h Develop a checklist for judging toys for infants. 1.6i Evaluate toys on display in the classroom. Use the checklist developed in class.	Supplement 16: Toys Promote Growth.

CHILD DEVELOPMENT I

UNIT: B. Care for an Infant

COMPETENCY: 2. Provide for the needs of an infant.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.7 Demonstrate ways of communicating with infants.	1.6j Make a simple toy that would be appropriate for an infant. 1.7a View and discuss video. 1.7b Role play ways to communicate with infants via the following: • storytelling • pictures • facial expressions • games • songs • finger plays	Cambridge Home Economics. The Art of Communication. (Video).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following research and classroom instruction, the learner will a. Observe a child between the ages of 1-6 for a minimum of four hours. b. Write a comparison of the child's physical developmental accomplishments with those identified for children in his or her age group with a minimum of 80% accuracy.	1.1 List physical developmental tasks of children and the normal age at which these are learned.	1.1a Read and discuss selected materials on physical developmental tasks of children ages 1-6. 1.1b Define the following terminology: • fine motor skills • gross motor skills 1.1c Prepare a chart of the physical development of children, outlining in sequence from simple to complex. 1.1d Use flash cards to identify various physical developmental skills of young children ages 1-6. 1.1e Complete motor skills activity in student activity guide.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 238-45, 320-27. Decker. Children: The Early Years, pp. 183-89, 215-27, 249-56. Draper, Ganong, and Goodell. See How They Grow, pp. 130-36, 198-201, 145-46. Decker. Children: The Early Years: Student Activity Guide, pp. 61-62.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Describe the importance of rest, sleep, and nutrition to physical development.	1.2a Discuss the personal disposition of a child needing rest or sleep. 1.2b Contrast the behavior of a well rested child with that of a child needing rest. 1.2c Develop a list of do's and don'ts for preparing a child for bed. 1.2d Read resource material related to nutrition and physical development. 1.2e Discuss the importance of balanced meals to the physical development of children. 1.2f View and discuss film. 1.2g Plan nutritious menus for children covering a one week period.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 247-51, 328-31. Draper and Draper. Caring for Children, pp. 206-19. Decker. Children: The Early Years, pp. 215-19, 288-92. General Mills, Incorporated. Food As Children See It. (Film). Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, pp. 15-17.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2h FHA Activity: Plan nutritious, delicious snacks for children.	Decker. Children: The Early Years , pp. 289-92.
		1.2i Write your reaction to the case studies: Solving Bedtime Problems.	Supplement 17: Snacks for Children.
		1.2j Complete the activity.	Supplement 18: Solving Bedtime Problems.
			Warren Publishing House, Incorporated. Totline Newsletter.
			Decker. Children: The Early Years: Student Activity Guide , p. 73.
	1.3 Relate toilet training to physical development.	1.3a Read selected resources on toilet training.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 258-60, 334-36.
			Decker. Children: The Early Years , pp. 223-26.
			Draper, Gonong, and Goodell. See How They Grow , pp. 141-43, 205.
		1.3b Define the terms sphincter, bowel, bladder, and enuresis.	

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Relate muscle control to readiness for toilet training. 1.3d List ways of determining a child's progress toward gaining control of the necessary muscles for restraining elimination. 1.3e Discuss the sequence of toilet training as follows: · bowel · bladder · nighttime control 1.3f Discuss physical reasons a child may experience difficulty in restraining elimination. 1.3g Invite a parent to provide tips for toilet training a youngster. 1.3h Complete the computer program. 1.3i Work in small groups to develop a booklet on steps to toilet training. Include a list of do's and don'ts.	Teacher Local Parents Orange Juice. Beyond the Beginning . . . Early Childhood. (Computer Software).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given samples of children's clothing, the learner will use established criteria to evaluate each garment according to the following features: a. safety b. comfort c. allowance for growth d. quality of construction e. ease of care f. promotion of independence in dressing	2.1 List desirable characteristics of children's clothing. 2.2 Identify ways to assist a child with dressing.	1.3j Set up an exhibit on toilet training equipment, supplies, and clothing, and explain the purpose of each item on display. 1.3k Complete H. D. Module 39. 2.1a List and explain criteria for selecting children's clothing. 2.1b Use catalogs and magazines to collect pictures of children's clothing. Discuss appropriateness of style and fabric for specific age groups. 2.2a Brainstorm for ease of dressing features in children's clothing. 2.2b List skills and dressing aids that help youngsters learn to dress themselves. 2.2c Role play ways to solve self-dressing problems experienced by young children.	South Carolina Department of Education. H. D. Module 39: Toilet Training. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 221-23, 306-8. Decker. Children: The Early Years, pp. 219-20, 292-94, 362. Catalogs Magazines Decker. Children: The Early Years, pp. 221, 293.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Given twenty toys, the learner will identify in writing a minimum of ten that promote specific types of physical development.	3.1 Describe the value of play in the child's physical development.	2.2d Complete H. D. Module 47.	South Carolina Department of Education. H. D. Module 47: Children's Routines.
		2.2e Use sketches or pictures to develop a self-dressing chart to be used by a young child.	Parents from the community
		2.2f Invite parents to discuss successful strategies for teaching children to dress themselves.	
		2.2g Construct a "how-to" book for the young child.	South Carolina Department of Education. Home Economics-Child Care Services. Child Care Services Kit #15 (Instructor's Manual).
		3.1a Read and discuss selected references.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 420-21. Decker. Children: The Early Years , pp. 183-89, 252-56. Draper, Ganong, and Goodell. See How They Grow , pp. 136-38, 201-2.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1b Create and demonstrate play activities that enhance the development of fine and gross motor skills. 3.1c Discuss the importance of encouraging a child's natural impulse to play. 3.1d Complete H. D. Module 50. 3.1e View and discuss selected videos, filmstrips, and film.	Goldberg. Teaching With Toys: Making Your Own Educational Toys. Marhoefer and Vadnais. Caring for the Developing Child, pp. 208-11. Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, pp. 43-47. South Carolina Department of Education. H. D. Module 50: Play and the Preschool Child. University Film/Video. All In the Game. The Child, Part 3: 12-24 Months. (16mm Films).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 1. Care for the physical development of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.2 Identify toys that nurture physical development.	3.2a Complete H. D. Module 48. 3.2b Read and discuss resource information on the relationship of toys to physical development. 3.2c Use catalogs to identify toys that nurture physical development. 3.2d Set up a display of toys that promote physical development of children of different ages.	South Carolina Department of Education. H. D. Module 48: Choosing Toys, Play Equipment, and Play Materials for Preschool Children. National Association for the Education of Young Children. Play Is Fundamental. (Brochure). Catalogs

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given twenty pictures of children engaged in various activities that promote social, emotional, and intellectual growth, the learner will a. identify the type of developmental growth being demonstrated. b. give the age range at which the specific development occurs. c. attain a minimum score of 80% for the activity.	1.1 Describe the emotional developmental characteristics of the child, ages 1-6.	1.1a Read and discuss selected references. 1.1b Brainstorm for emotions displayed by a child between the ages of 1-6. 1.1c Discuss charts detailing emotional patterns. 1.1d View and discuss transparency describing emotional patterns. 1.1e View a television program that includes in its cast a child who is between the ages of 2 and 4. Describe the child's behavior in terms of emotional patterns for his or her age. 1.1f Discuss these factors that influence the development of a child's emotions: · parents · intense emotional experiences · cultural demands · physical health · IQ 1.1g Share personal experiences that could have contributed to early emotional development.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 191-93, 262-89, 338-57. Transparency 4: Patterns of Emotional Development. Transparency 5: Influences on Emotional Development. Transparencies 6A, 6B: Positive and Negative Emotions.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1h Collect and discuss cartoons that suggest possible influence on the emotional development of an individual. 1.1i Compare ways children express their feelings at different stages of development. 1.1j Select and complete related activities provided in student workbooks.	Brisbane. The Developing Child: Understanding Children and Parenting: Teacher's Resource Book, pp. 115-43, 144-45. Marhoefer and Vadrnais. Caring for the Developing Child: Student Workbook, pp. 129-32. Jensen and Wells. Feelings: Helping Children Understand Emotions. Brisbane. The Developing Child: Understanding Children and Parenting: Student Workbook, pp. 96-100, 119-28. Decker. Children: The Early Years: Student Activity Guide, pp. 45-50, 67-72, 93-96, 121-24.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Define affection and describe its role in emotional development.	1.2a Define affection and discuss the need for it. 1.2b Collect and discuss pictures illustrating a display of affection. 1.2c View and discuss a selected audiovisual. 1.2d Bring to class and compare poems that express love and affection. Discuss the emotional implications of each poem. 1.3e Write an essay or poem or make a collage titled What Love Means to Me...	Marhoefer and Vadnais. Caring for the Developing Child: Student Workbook, pp. 111-21, 123-32. Brooks. The Process of Parenting, pp. 65-67. Westlake. Parenting and Children, pp. 164-69. Magazines South Carolina Department of Education. ITV. Emotional Development: A Right to My Feelings. (Video). The Butterick Company. Child Development: Ages and Stages. (Filmstrip).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Discuss the role of socialization in the development of the young child.	1.2f Observe young children with their teacher. Record ways in which the teacher shows them they are liked and cared for. Share observations with classmates. 1.2g Write an essay on the topic The Effect of Love and Affection on My Emotional Development. 1.3a Utilize selected references to · define socialization · identify factors that influence socialization 1.3b Complete these socialization activities: · Toddlers View Themselves Through Adults · Toddlers Are Being Socialized	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 194-201, 348-50. Decker. Children: The Early Years, pp. 144-48. Draper, Ganong, and Goodell. See How They Grow, pp. 233-38. Fisher. More Toys to Grow With: Infants and Toddlers. Decker. Children: The Early Years: Student Activity Guide, pp. 67-70.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c View and discuss the video. 1.3d Discuss the advantages and disadvantages of competition. 1.3e Complete the following open-ended sentences: • When I lose, I... • When I'm with others, I... • Quarreling makes me... • Cooperation means... • Good friends often... 1.3f Complete the activity. 1.3g Discuss your feelings regarding the following situations: • living in a large city • living in a small city • coming from a small family • coming from a large family • being poor • being rich • being uneducated • having relatives close by • living away from relatives	Career Aids. Behavior Development: 0-6 Years, An Overview. (Video). Decker. Children: The Early Years: Student Activity Guide, p. 94.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3h View and discuss teacher selected audiovisuals. 1.3i Brainstorm for five minutes to list play activities that encourage socialization. 1.3j Observe children at play and share the results with your classmates. 1.3k Play a role in an activity that involves participation with other people and answer the following questions: • How did you feel during the activity? • Was it fun? • What social skills were you using? • What skills would a child under six be developing? 1.3l Use case studies to explain how certain activities influence socialization. 1.3m Utilize the brochure to select and evaluate specific play activities that promote socialization.	South Carolina Department of Education. ITV. Play and Fantasy: The Child's Building Blocks. (Video). Davidson Films, Incorporated. Child's Play and the Real World. (Filmstrip). Supplement 19: Observing Social Behavior. Supplement 20: Socialization Case Studies. National Association for the Education of Young Children. Play is Fundamental. (Brochure).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Cite factors which affect intellectual development.	1.4a Utilize selected references to identify factors that are related to intellectual development. 1.4b View and discuss selected audiovisual. 1.4c Brainstorm ways the senses give us information and how we use it. Examples: · If it's cold, we put on more clothes. · If food tastes bad, we don't eat it. · If the traffic light is red, we stop. 1.4d Conduct a circle discussion on intellectual development and answer the following questions: · Do age and physical development affect learning? · Do children learn by experience? · Is there any relationship between a child's age, stage of development, and experiences?	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 206-26. Draper, Ganong, and Goodell. See How They Grow, pp. 212-26. South Carolina Department of Education. ITV. Intellectual Development: Learning Skills For Life. (Video).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.5 Discuss a variety of experiences that foster development of language, reasoning, perception, and creativeness.	State reasons for the answers given. 1.5a Have a resource person in speech describe how speech develops. 1.5b Complete the following learning activities: • Children's Humor: A Reflection of Mental and Language Development. • I Do and I Understand. 1.5c List twenty learning activities appropriate for a child's development. Categorize them according to the following groups: • language • reasoning • perception • age level 1.5d Demonstrate "finger plays" that promote the development of language and reasoning.	Speech Pathologist Language Expert Professor of Child Development Decker. Children: The Early Years: Student Activity Guide, pp. 113, 119-20.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given a list of approved television programs for young children, the learner will a. Select two programs from the list.	2.1 Discuss the effect of television on the social and intellectual development of a child.	1.5e Use toy catalogs to list toys that encourage creative and dramatic development. 1.5f Use activity sheet to analyze the appropriateness of toys on display. 1.5g Compile a list of activities that will contribute to creative and dramatic play. 1.5h Make simple toys to stimulate creative and dramatic play. 1.5i Complete the activity. 2.1a Read and discuss selected resources.	Toy Catalogs Supplement 21: Toy Evaluation. South Carolina Department of Education. Home Economics-Child Care Services. Child Care Services Kit #401 (Student Learning Activity Guide). Decker. Children: The Early Years: Student Activity Guide, p. 64. Anselmo. Early Childhood Development. Guidelines For Using Television Properly, p. 326. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 380-81.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
b. Utilize a teacher-prepared instrument to evaluate each program selected according to its effects on the social and intellectual development of a child.		2.1b Use activity sheet to explore the effects of television on children. 2.1c View and analyze taped segments of television programs in terms of social and intellectual development of children. 2.1d Collect newspaper and magazine articles on children and television and discuss the significance of each.	Singer, Singer, and Zuckerman. Teaching Television: How to Use Television to Your Child's Advantage. Corporation for Public Broadcasting. TV Tips for Parents: Using Television to Help Your Child Learn. (Booklet). Brisbane. The Developing Child: Understanding Children and Parenting: Teacher's Resource Book, p. 162. Videotapes of 5 minute segments from appropriate television programs aired before 9 p.m. Magazines Newspapers

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Given six examples of inappropriate behavior, the learner will list positive techniques that encourage young children to develop self-discipline with a minimum of 80% accuracy.	3.1 Discuss the effect of discipline on the social and emotional development of a child.	2.1e Compile a list of recommended television programs that may contribute to the social and intellectual development of a child. Indicate the age level for each program, e.g., Footsteps: Children and Television, Program 5. See ITV schedule. 3.1a Read and discuss selected references that · define discipline · identify characteristics of good discipline · identify positive and negative aspects of discipline 3.1b View and discuss selected audiovisuals.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 424-36. Leavenworth et al. Family Living, pp. 178-81. Transparency 7: Positive Discipline. South Carolina Department of Education. ITV. Discipline: The Long and Short of It. It's Never Too Late. (Videos). Nasco. Guiding Children's Behavior. (Filmstrip). Appalachia Educational Laboratory, Incorporated. It's Never Too Late. (Video).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1c Complete module on guiding children toward self-discipline. 3.1d Complete and discuss a worksheet on discipline depicting various meanings of discipline. 3.1e Discuss the poem "Children Learn What They Live." 3.1f Discuss the effect of "You messages" and "I messages" when helping a child learn to control his or her behavior. 3.1g Work in small groups to brainstorm for situations requiring disciplining a small child. Role play appropriate solutions for each situation.	South Carolina Department of Education. H. D. Module 42: Guiding Children Toward Self-Discipline. Draper and Draper. Studying Children: Observing and Participating, pp. 215-22. Teacher-made Worksheet Supplement 22: Nolte. Children Learn What They Live. Westlake. Parenting and Children, pp. 49-50. Transparency 8: The Messages We Send.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. After participating in teacher-selected activities, the learner will develop a poster on the topic of overcoming fears according to established criteria.	4.1 Recommend ways to resolve children's fears.	4.1a Read and discuss selected resources. 4.1b Compile a list of common children's fears and suggested ways of overcoming them. 4.1c Invite a resource person to discuss ways to resolve children's fears. 4.1d Complete module on helping children cope with fears. 4.1e Role plays solutions to the following situations: • a child who is afraid of thunder and lightning • a child who is afraid of animals • a child who is afraid of the dark • a child who is afraid to enter an elevator	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 273, 376-77. Mawhinney and Petersen. Child Development: Parenting and Teaching, pp. 384-92. Child Development Consultant Primary Grades Counselor South Carolina Department of Education. H. D. Module 38: Human Development.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 2. Care for the social, emotional, and intellectual needs of a child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1f View and discuss teacher selected audiovisual.	South Carolina Department of Education. ITV. Children's Fears: Face Them. (Video).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given case studies, the learner will determine the health status of children described with a minimum of 85% accuracy.	1.1 Discuss factors to consider when assessing the health status of young children.	1.1a Read resources to identify common childhood illnesses. 1.1b Discuss these visual indications of illnesses: · face · eyes · skin · voice · posture 1.1c Research symptoms of the following sicknesses: · Bronchiolitis · Cold · Colic · Constipation · Cough · Croup · Diarrhea · Ear Infection	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 408-10. Marhoefer and Vadnais. Caring for the Developing Child, pp. 120-33. Marotz, Rus, and Cross. Health, Safety, and Nutrition for the Young Child, pp.177-211.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1d Role play the situation of a mother with a sick child. What signs of illnesses do you consider serious enough that you would want the babysitter to call you? Give the babysitter the necessary advice. 1.1e View and discuss filmstrip on childhood illnesses. 1.1f Discuss ways by which an infant indicates that he has pain. 1.1g Invite a health professional to discuss signs of approaching illness in children.	Modern Talking Picture Service, Incorporated. You Can See Tomorrow. (Filmstrip). South Carolina Nurses Association South Carolina Department of Health and Environmental Control
	1.2 Identify and discuss symptoms of communicable diseases associated with childhood.	1.2a Read resource materials to locate definitions of communicable diseases.	South Carolina Department of Education. H. D. Module 37: Promoting Children's Health and Well-Being. Decker. Children: The Early Years, pp. 456-58. Marhoefer and Vadnais. Caring for the Developing Child, pp. 118-38.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b Research information on the following illnesses: • Colds • Cold sores/fever blisters • Measles - rubella - rubeola - roseola • Mumps • Conjunctivitis (pink eye) • Strep throat 1.2c Write a report on a common communicable disease. 1.2d Develop a chart that lists the childhood communicable diseases, their signs or symptoms, methods of spreading, and control methods.	Media Center
	1.3 Explain appropriate procedures or techniques for helping young children develop desirable health habits.	1.3a Create a bulletin board on do's and don'ts for good health. 1.3b Make posters with sketches of children • brushing teeth • washing hands • covering mouth when coughing or sneezing • exhibiting good posture • eating nutritious foods	Marhoefer and Vadnais. Caring for the Developing Child, p. 76. Current Magazines Draper, Gonong, and Goodell. See How They Grow, p. 145.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Upon completion of teacher directed instruction and related learning experiences, the learner will develop a list of basic guidelines for caring for children who are ill. All predetermined criteria must be observed.	2.1 Describe ways to deal with sickness in children.	1.3c Demonstrate how to teach a child the correct method of · washing hands · brushing teeth · sitting/standing correctly 1.3d Develop a skit on healthy habits for healthy kids. 2.1a Brainstorm ideas for keeping the sick child occupied. 2.1b Develop a simple game or toy that a sick child would find interesting. 2.1c Role play a scene in which an explanation of an illness is given to a child. 2.1d Compile a booklet of suggestions titled Fun and Games to Recover By. 2.1e Complete the activity.	Parent's magazine Einon. Play with a Purpose: Learning Games for Children Six Weeks to Ten Years. Goldberg. Teaching with Toys: Making Your Own Educational Toys. Decker. Children: The Early Years: Student Activity Guide, p. 160.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.2 List procedures for taking the temperature of an infant and a child. 2.3 Discuss the importance of an appropriate diet for a child who is ill.	2.2a Display and discuss various types of thermometers. 2.2b Using life-size dolls, demonstrate and explain the three methods of taking an infant's and a child's temperature: • rectum • oral • armpit 2.2c Discuss the advantages and disadvantages of each method of taking a child's temperature. 2.2d Demonstrate how to read a thermometer. 2.3a Use available resource materials to research information on nutrition during illness. 2.3b Share personal experiences about special diets.	School Nurse American Red Cross: Family Health and Home Nursing, pp. 386-92. South Carolina Department of Education. H. D. Module 54: Measuring the Body's Signs. American Dietetic Association Brochures. Brisbane. The Developing Child: Understanding Children and Parenting, p. 407. National Dairy Council Leaflets/Brochures

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.4 Name ways hospitalization can be made less frightening to a child.	2.3c Create a poster showing foods that are appropriate for a regular, bland, and liquid diet. 2.3d Plan a day's diet for a child on a regular, bland, and liquid diet. 2.3e Invite a dietitian to speak on diets for special patients. 2.4a Discuss why it is important to prepare a child for hospitalization. 2.4b Brainstorm ways to ease the stress of entering the hospital. 2.4c Role play scenes of adequate and inadequate preparation for the hospital stay. 2.4d Prepare a list of books which help to prepare young children for going to the hospital. 2.4e Make a soft toy that a child could take to the hospital.	Newberry and Fisher. The Food Book, pp. 47-56, 66. School Dietitian Decker. Children: The Early Years, pp. 476-78. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 411-12. Media Center

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Following classroom instruction, the learner will develop a booklet entitled Emergency and First Aid Treatment for Young Children. Established criteria must be observed.	3.1 List general steps in handling emergencies.	2.4f Make hand puppets and present a show explaining what to expect upon entering the hospital. 2.4g Complete the activity. 3.1a Research accidents in which children are most commonly involved. 3.1b Discuss things to do in an emergency. 3.1c Develop a flip chart which lists steps to take in the following emergencies: • bleeding • bruises • animal bites • bumps • burns • choking • convulsions • fainting • fractures • sprains • insect bites • poisons • shock • splinters	Nasco. Activities for Child Care Classes. Decker. Children: The Early Years: Student Activity Guide, p. 159. EMC Publishing. Handling Childhood Emergencies. (Videocassette). American Red Cross. Standard First Aid and Personal Safety, pp. 13-17. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 396-404.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1d Research and give oral report on an assigned injury. Information must include the following points: · definition of injury · causes · signs and symptoms · objective and treatment 3.1e Complete modules on poisoning and insect bites. 3.1f Invite a resource speaker/volunteer to demonstrate specified first aid treatment. 3.1g Prepare a first aid kit equipped with necessary supplies.	American Red Cross. Standard First Aid and Personal Safety. South Carolina Department of Education. H. D. Module 53: Administering First Aid for Poisoning. South Carolina Department of Education. H. D. Module 60: Treating the Skin for Insect Bites and Stings, Parasites, and Poisonous Bites. School Nurse Emergency Medical Technician Decker. Children: The Early Years, pp. 473-74. Franklin Clay Film. Drugs, Injuries, and Other Dangers to Little Children. (Video).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1h Discuss the objectives of artificial respiration. 3.1i Research and report general information on artificial respiration. 3.1j Invite qualified personnel to demonstrate correct procedures for administering artificial respiration to children. 3.1k Take turns demonstrating CPR on the mannequin. 3.1l Discuss how the Heimlich maneuver works.	Johnson and Johnson Baby Products. First Aid. (Chart). American Red Cross. Standard First Aid and Personal Safety, pp. 65-94. Brisbane. The Developing Child: Understanding Children and Parenting, p. 404. Media Center Life Size Doll American Red Cross. Standard First Aid and Personal Safety, pp. 83-85. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 398-99.

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. Given a forty item test on safety and the young child, the learner will complete each item and achieve a minimum score of 80%.	4.1 Identify methods of providing a safe environment for children.	3.1m Practice the correct method of making a fist for the Heimlich maneuver. 3.1n Discuss the universal choking sign and the questions that should be asked of the choking victim. 3.1o Create a poster on choking awareness. 4.1a Read selected resource materials.	Marhoefer and Vadnais. Caring for the Developing Child, pp. 104-5. Brisbane. The Developing Child: Understanding Children and Parenting, pp. 221, 387-91. Decker. Children: The Early Years, pp. 461-68. Draper, Gonong, and Goodell. See How They Grow, pp. 361-62. Marhoefer and Vadnais. Caring for the Developing Child, pp. 52-62. Council on Family Health. The Care and Safety of Young Children. (Booklet).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1b Brainstorm ways of providing a safe environment for a child without total restraint or overprotection. 4.1c Research information on situations in which accidents are most likely to occur. 4.1d Prepare bulletin board display on safety precautions for children--do's and don'ts. 4.1e Discuss ways to childproof homes, playgrounds, etc. 4.1f Invite an insurance agent and/or resource speaker from the Department of Transportation to speak on the effectiveness of safety restraints. 4.1g View and discuss film. 4.1h Prepare a report on safety standards for the following items: · car seat · high seat · playpen · walker	Local Insurance Agent Local Traffic Officer Insurance Institute for Highway Safety. Children In Crashes. (16mm Film). Consumer Reports Magazine National Safety Council. A Parent's Guide to Kid Stuff. (Brochure).

CHILD DEVELOPMENT I

UNIT: C. Care for Children (Ages 1-6)

COMPETENCY: 3. Identify health and safety practices and precautions to use with children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1i Write selected companies for brochures on their child safety products. 4.1j Develop a display of pamphlets and brochures on various safety restraints. 4.1k Design bumper stickers warning the public about leading causes of accidental death among young children.	United States Consumer Products Safety Commission. Hazards of Children's Products. (Brochure). National Association for the Education of Young Children. We Love You: Buckle Up! (Curriculum Packet). Council on Child Neglect and Abuse

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 1. Identify types of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Upon completion of this unit, the learner will identify causes of handicapping conditions and cite strategies for dealing with them with a minimum of 80% accuracy.	1.1 List various types of handicapped conditions. 1.2 Distinguish between inherited and environmental causes of handicapped conditions.	1.1a Create reverse bingo cards using vocabulary list on handicapping conditions. 1.1b View and discuss photographs of children with physical handicaps. 1.2a View and discuss ITV program. 1.2b Invite a speaker who specializes in genealogy or genetic counseling. 1.2c Sponsor a debate on amniocentesis and/or other tests for birth defects. 1.2d View and discuss video.	Supplement 23: Vocabulary Terms. Supplement 24: Reverse Bingo Card Clues and Card Terms. March of Dimes. Birth Defects Information Sheets. (Leaflet). Magazines and/or personal pictures of students and teachers. South Carolina Department of Education. ITV. A Little Help From My Friends. (Video). Genetic Counselor Family Counselor March of Dimes. Birth Defects: Tragedy and Hope. (Booklet). March of Dimes. Alcohol: Crisis for the Unborn. (Video).

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 1. Identify types of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2e Role play caregiver of children with selected birth defects. 1.2f Complete word search on exceptional children. 1.2g Use resources to complete activity on categories of handicaps. 1.2h Write a research paper on a birth defect and its causes. 1.2i Prepare FHA/HERO display-bulletin board on handicapped conditions that may be prevented. 1.2j Invite a guest speaker to share experiences about children born with addictions to drugs.	Decker. Children: The Early Years: Teacher's Resource Guide, pp. 261-62. Supplement 25: Birth Defects Tree. Anselmo. Early Childhood Development: Prenatal Through Age Eight, pp. 356-57. March of Dimes. Birth Defects Information Sheets. (Leaflet). Brisbane. The Developing Child: Understanding Children and Parenting, pp. 75-78. Pediatric Nurse Mother of child with drug addiction

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 1. Identify types of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2k Write a paper on the effects of foreign substances on the unborn child.	March of Dimes. D-A-T-A: Drugs, Alcohol, and Tobacco Abuse During Pregnancy. (Booklet).
		1.2l Create a family health tree.	March of Dimes. Will Drinking Hurt My Baby? Babies Don't Thrive In Smoke-Filled Wombs. (Booklets).
	1.3 Identify ways to deal with handicapping conditions.	1.3a View and discuss video or film dealing with persons who have overcome handicapping conditions.	March of Dimes. Family Health Tree. (Poster).
		1.3b Role play selected handicapping conditions such as these: • Blindness • Deafness • Paralysis	Modern Talking Picture Service, Incorporated. Born Again. (Video/Film).
		1.3c Invite guest speakers to demonstrate and assist class in special techniques or skills such as braille or sign language.	Local College or Technical School Special Teacher of Deaf Children

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 1. Identify types of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3d FHA/HERO members and other interested class members assist with special fund-raising drives for the handicapped. 1.3e FHA/HERO members and other interested class members assist with Special Olympics. 1.3f Discuss the bibliotherapy of a well-known handicapped person. 1.3g Debate the pros and cons of admitting persons with handicapping conditions to special care facilities. 1.3h Invite a guest speaker who has special training in dealing with the handicapped.	Teacher's Aide for Exceptional Children Persons who are responsible for organization of fund-raising drives for specific handicaps such as cerebral palsy or muscular dystrophy. Coordinators of Local Special Olympics Life story of selected handicapped person such as Helen Keller. Description of special care facilities and services offered for the handicapped. Audiologist Physical Therapist Speech Therapist

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 1. Identify types of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3i Sponsor FHA/HERO community service project members to volunteer for at least 30 minutes in a facility or classroom that specializes in the care of one or more of the following handicaps: · Blind · Visually impaired · Deaf · Auditorally impaired · Educable mentally retarded · Trainable mentally retarded · Learning disabled · Orthopedically handicapped · Multiple handicapped 1.3j Write a paper on an imaginary handicapped condition with a title such as: · Who Said Deafness Is A Handicap? · I Have Cerebral Palsy · Blindness Never Stopped Me 1.3k Discuss disadvantages or problems associated with labeling a child "handicapped."	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 454-60.

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 2. Promote maximum development of the gifted child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given appropriate instructions and learning activities, the learner will correctly identify in writing at least five methods of determining a gifted child.	1.1 Explain the term "gifted" as it relates to human growth and development.	1.1a Read and discuss selected references. 1.1b Write and share paragraphs on topics related to giftedness such as this: I Know A Genius. 1.1c Invite guest speakers to share experiences with the gifted. 1.1d Visit classroom or care facility for the gifted. Complete guideline supplement provided by the teacher. 1.1e FHA/HERO members volunteer to locate and babysit for parents who have gifted children.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 360-62. Turnbull and Rutherford. Families, Professionals, and Exceptionality: A Special Partnership. Teacher of Gifted and Talented Parent of Gifted and Talented Psychologist Psychiatrist Supplement 26: Observation of Special Classes.

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 2. Promote maximum development of the gifted child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.1 Describe environmental conditions which foster and/or support giftedness.	1.1f Create a word search or crossword puzzle using vocabulary terms dealing with gifted and talented children. 1.1g View and discuss transparency on basic traits of gifted and talented children. 2.1a Interview students who are in classes for the gifted and have them complete supplement. 2.1b Discuss the biography of a specific gifted person. 2.1c Organize a class debate on mainstreaming the gifted. 2.1d Invite guests to speak on how they encourage their gifted children. 2.1e Read and share articles on facilities for the gifted. 2.1f Develop guidelines for providing "ideal" environmental conditions which foster and/or support giftedness.	Transparency 9: Traits of the Gifted and Talented. Supplement 27: Interview Questions for Handicapped Persons. Decker. Children: The Early Years: Teacher's Resource Guide, p. 263. Parents/Guardians of gifted and talented children Current magazines and/or newspapers Brisbane. The Developing Child: Understanding Children and Parenting, pp. 369-71.

CHILD DEVELOPMENT I

UNIT: D. Care for the Exceptional Child

COMPETENCY: 2. Promote maximum development of the gifted child.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.1 Identify community resources which foster growth and development of the gifted individual.	3.1a Explore local, statewide, and "800" service telephone directories for resources suitable for use with the gifted individual. 3.1b Call and visit specific agencies that provide services for the gifted. 3.1c Play spinner game using resources and services. 3.1d Practice writing letters requesting services for the gifted.	Telephone Directories Supplement 28: Community Resources for Special Children (Gifted or Handicapped). Supplement 29: Community Resource Spinner Game. Etiquette books

CHILD DEVELOPMENT II

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CHILD DEVELOPMENT II

UNIT A. Care for Children

- Competency:
1. Organize and guide play activities for children.
 2. Provide child guidance in developing self-discipline.
 3. Discipline child for wrongdoing.
 4. Demonstrate knowledge and understanding of handicapped conditions.
 5. Select a child care center.

UNIT B. Identify Problem Situations for Children

- Competency:
1. Recognize the effects of divorce on children.
 2. Identify the process in which children handle death.
 3. Identify special problems associated with single parenting.
 4. Demonstrate an understanding of the adoption process.
 5. Demonstrate an understanding of the problem of child abuse.
 6. Identify special problems associated with runaways and missing children.

UNIT C. Recognize Career Opportunities in the Child Care Field

- Competency:
1. Identify factors to consider in choosing a career.
 2. Identify careers in child care services.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following participation in classroom learning activities, the learner will develop plans for an indoor and an outdoor play area for young children. Criteria will be provided by the instructor.	1.1 Discuss appropriate indoor and outdoor activities for children of various ages.	1.1a Read and discuss selected resources. 1.1b Identify the following criteria for selecting toys and equipment: • appropriate for the child's age • safe • durable • motivates learning, creativity, curiosity • colorful • easy to handle/operate • well designed • challenging • nontoxic	Detroit Consumer Affairs Department. Toys to Fit the Child. (Brochure). Draper and Draper. The Caring Parent, pp. 95-96, 349-62. Einon. Play With A Purpose: Learning Games for Children Six Weeks to Ten Years. National Association for the Education of Young Children. Play in the Lives of Children. Decker. Children: The Early Years, p. 471.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Identify toys, equipment, and materials that foster small muscle development and large muscle development.	1.1c Complete activity. 1.1d Collect and mount twenty-five pictures of children at play. Categorize each as one of the following: · indoor activity · outdoor activity 1.1e Develop a bulletin board to illustrate appropriate indoor and outdoor play activities for children at different age levels. 1.2a View and discuss audiovisuals that highlight motor development in children. 1.2b Evaluate a classroom display of equipment, toys, and materials that foster large and small muscle development.	Decker. Children: The Early Years: Student Activity Guide, pp. 157-58. Career Aids. Child Care. Parenting: 3-6. (Computer Software). Career Aids. Help Children Grow. (Filmstrip). Supplement 30: Evaluation Checklist: Toys, Equipment, and Materials.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Describe play activities that encourage imagination and creativity.	1. 3a Develop an "Imagination Play Center" for young children. Include materials needed for children to do the following things: · make rattles from pill bottles · make a "texture" blanket · paint with sponges · cut and paste · make puzzles · make and use stilts · build houses · participate in "dress up" play · push and pull · jump · enjoy stories and music 1.3b List household items that would make good toys. State how they may be used and the age level of the child. 1.3c Prepare homemade art supplies. Compare your product with a commercial equivalent. 1.3d Visit a child care center and assist with the supervision of creative or imaginative play through these activities:	Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, p. 45. Supplement 31: Recipes for Art Supplies. Brisbane. The Developing Child: Understanding Children and Parenting: Teacher's Resource Book, pp. 159-61.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		• puppet shows • skits • finger plays • storytelling • dance • poetry • songs	Supplement 32: Creative Activities.
		1.3e Develop and demonstrate a game or toy for a child that encourages imaginative play in each of the following areas: • music • math • language	
		1.3f Complete H. D. Module 51.	South Carolina Department of Education. H. D. Module 51: Play and the School-Age Child.
	1.4 Discuss ways to provide for the safety of children during play.	1.4a Work in small groups to develop a handbook on safety precautions for children at play.	
		1.4b Review the diagram and identify all safety hazards.	Nemiroff. <i>Practicing Parenting: Creative Ideas for Learning About Children</i> , p. 45.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4c Make a list of possible solutions to correct common safety hazards. 1.4d Develop slogans to communicate safety for children during play. 1.4e List five general rules or limits that children should observe during play.	Draper, Ganong, and Goodell. See How They Grow: Student Workbook, p. 21.
	1.5 Plan an indoor and an outdoor play area for children between the ages of two and six.	1.5a Design an indoor play area for children by doing the following things: • Designate types of play centers to be provided. • Use catalogs to list equipment needed. • Indicate on the floor plan where each type activity will be located. • Estimate the cost. • Provide criteria for selecting the equipment.	Draper, Ganong, and Goodell. See How They Grow: Student Workbook, pp. 69-70. Nasco Catalog Sears Toy Catalog

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 1. Organize and guide play activities for children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.5b Design an outdoor play area for children by doing these things: · Provide the dimensions of the play area. · List equipment that will provide for active outdoor play. · Designate types of play for specific sections of the play area. · Estimate the cost.	

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 2. Provide child guidance in developing self-discipline.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given an example of a childhood situation related to moral development, the learner will create a teaching/learning poster designed to help children develop self-discipline. Established criteria must be observed when developing the poster.	1.1 Explain the importance of assisting children in developing self-discipline.	1.1a Read selected references. 1.1b Define self-discipline. 1.1c Discuss guidelines for moral development. 1.1d Brainstorm for situations that require self-discipline. 1.1e View and discuss the transparency related to helping children develop self-discipline. 1.1f View and discuss the video that focuses on how adults help children develop self-discipline.	Brisbane. <i>The Developing Child: Understanding Children and Parenting</i>, pp. 286-91, 356. Draper and Draper. <i>The Caring Parent</i>, pp. 171-91. National Association for the Education of Young Children. <i>Helping Children Learn Self-Control</i>. (Brochure). Transparency 10: Proper Guidance Yields Self-Discipline. National Association for the Education of Young Children. <i>Discipline: Appropriate Guidance of Young Children</i>. (Video).

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 2. Provide child guidance in developing self-discipline.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Discuss the significance of allowing children to make choices.	1.1g Create and present skits that portray examples of situations that require self-discipline. 1.1h Complete the activity on the caregiver's response to discipline situations. Share results with the class. 1.2a Work in groups to list reasons caregivers permit children to make choices. 1.2b Draw descriptions of discipline situations from a bag or hat and suggest alternatives from which a child may choose. 1.2c Brainstorm for possible outcomes of choices made in 1.2b. 1.2d Write a story with two endings that requires a child to make a choice. 1.2e Define and discuss correction, punishment, and reward.	Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, p. 58. Supplement 33: Discipline Situations.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 2. Provide child guidance in developing self-discipline.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2f Present a puppet show that deals with responding to a child's choice(s) by providing/imposing the following situations: · correction · punishment · reward 1.2g Complete related activities on guidance and discipline. 1.2h Write an essay on a topic related to parent-child interactions.	Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, p. 59. Draper and Draper. The Caring Parent: Teacher's Resource Guide. Special Projects Activity 2, p. 39.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 3. Discipline child for wrongdoing.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of common methods used to discipline children, the learner will evaluate each according to these conditions: • appropriateness of the method. • effect of the method on the child's future behavior. A minimum score of 80% must be achieved on this learning activity.	1.1 Distinguish between discipline and punishment.	1.1a Read related resources. 1.1b Differentiate between the terms <i>discipline</i> and <i>punishment</i>. 1.1c Utilize supplement to record personal childhood discipline incidents. Complete all of these categories that apply: • Age • Disciplinary problem • Action taken • Disciplinarian • Type of guidance provided	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 424-36. Draper and Draper. The Caring Parent, pp. 171-91. Draper, Ganong, and Goodell. See How They Grow, pp. 191-93, 251-52, 310. South Carolina Department of Education. H. D. Module 42: Guiding Children Toward Self-Discipline, p. 507. Supplement 34: Early Childhood Discipline Record

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 3. Discipline child for wrongdoing.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Explore the importance of considering the time lapse factor when disciplining children. 1.3 Discuss appropriate discipline alternatives.	1.1d Review misbehavior case situations and identify the type of guidance provided (discipline or punishment). 1.2a Discuss the relationship between the time of the misbehavior and the time some form of guidance is provided. 1.2b View and discuss audiovisual. 1.2c Role play disciplinary situations that · require immediate action by the caregiver. · do not require immediate action by caregiver. 1.3a View and discuss video. 1.3b Compile a list of discipline alternatives. 1.3c Explain why providing clear directions and specific limits for children can minimize the need for disciplinary actions.	Nemiroff. Practicing Parenting: Creative Ideas for Learning About Children, p. 60. Career Aids. You and Child Care. (Filmstrip). Career Aids. Parenting Heart-To-Heart. (Video).

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 3. Discipline child for wrongdoing.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Develop skill in selecting appropriate discipline for specific behaviors.	1.3d List and evaluate guidelines for setting limits for children. 1.3e Recall limits set for you during your preschool and early childhood years. Explain how those limits contributed to your present attitudes and actions. 1.3f Review case studies and suggest discipline alternatives for each. 1.4a Select a young child to observe for one week. Keep a daily diary of misbehavior demonstrated by the child. Suggest discipline techniques for each violation of appropriate conduct. Share the results with the class. 1.4b Work in groups to choose a popular children's story in which a character misbehaves. Determine appropriate discipline for the character. 1.4c Complete activity sheet on discipline for inappropriate behavior. 1.4d Identify positive techniques for dealing with behavior problems.	Supplement 35: "Dear Expert" advice column. Supplement 36: Discipline for Inappropriate Behavior. Supplement 37: Encouraging Desirable Behavior.

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 4. Demonstrate knowledge and understanding of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Provided with case studies of eight hypothetical families with handicapped persons, the learner will · Categorize the case as congenital or acquired handicap. · Identify agencies/organizations associated with each. · List services or support provided for each of the conditions. A score of 80% must be achieved.	1.1 Distinguish between a congenital and acquired handicap.	1.1a Develop a chart of congenital handicapping conditions. Identify the cause of each condition as acquired or congenital. 1.1b View and discuss filmstrip/video series on the handicapped child. 1.1c Participate in game. 1.1d Write a one page factual summary of a selected handicapped condition. 1.1e Role play parents who recognize that their child may need help. 1.1f Create posters/bulletin board on the following topic: Congenital or Acquired: Know the Difference.	Public Law 99-457 Draper and Draper. The Caring Parent, pp. 245-52. Lawren Productions, Incorporated. Special Delivery. (Film/Video Series). Supplement 38: Name the Cause. March of Dimes. Information Sheets. California State Department of Education. Early Warning Signs That Your Child May Need Help. (Leaflet).
	1.2 Distinguish between the abilities and limitations of specific handicapping conditions.	1.2a View and discuss video on individuals (adults and children) with handicapping conditions.	March of Dimes. The Same Inside. (Video).

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 4. Demonstrate knowledge and understanding of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b Visit a care facility for children and/or adults with handicapped conditions. Evaluate each program according to guidelines provided. 1.2c Volunteer to serve as parent assistant for a handicapped child. 1.2d Write a 1-2 page reaction paper on selected handicapping conditions. 1.2e View and discuss film on what handicapped children may or may not be able to do for themselves. 1.2f Interview at least three persons with handicapped conditions. 1.2g Assist with Special Olympics. 1.3a Invite principals and teachers from schools that serve handicapped children.	National Association of State Boards of Education. Observation Guidelines for Day Care Centers, 1982. Supplements 39-A and 39-B: Observation of Care Facility for Persons with Handicapping Conditions. American Dental Association. Some Children Need Special Care. (Filmstrip). Directory of special schools in the county/state
	1.3 List training programs and agencies/ organizations that provide support to handicapped persons and their families.		

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 4. Demonstrate knowledge and understanding of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b Tour the community and use other available resources to compile a list of "helping hands" for the handicapped. 1.3c Debate mainstreaming pros and cons. 1.3d Have one class member for each handicap identified in previous lessons call SCHSIS to inquire about services offered. 1.3e Have students interview peers or parents of children with handicapping conditions for procedures they have followed to receive special help. 1.3f Panel discussion--"We Can Help," composed of agencies and organizations that provide service to persons with handicapped conditions. Members may vary according to agencies/organizations in each of these areas:	Supplement 40: Training Programs/Agencies/Organizations for the Handicapped. Durr and Bell. Mainstreaming Strategies in Home Economics. SCSIS (South Carolina Services Information System) Phone # 800-922-1107. Columbia area # 777-5732 (voice and TDD). Public Law 94-142

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 4. Demonstrate knowledge and understanding of handicapped conditions.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		• Blindness • Autism • Deafness • Dyslexia • Cystic Fibrosis • Cerebral Palsy	

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 5. Select a child care center.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following appropriate classroom instruction, the learner will develop a "Community Child Care Services" brochure that includes the following information: • Name of center • Address and phone number • Services offered • Business Hours • Weekly/Monthly Rates • Outstanding Characteristics All predetermined criteria for the activity must be observed.	1.1 Identify types of alternative care for children.	1.1a Read selected resources. 1.1b List types of substitute care provided for children.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 437-45. Changing Times. "How to Size Up Day Care." July 1988, vol. 42, no. 7, pp. 69-72. Decker. Children: The Early Years, pp. 43-44. Draper and Draper. The Caring Parent, pp. 223-25. Hammer and Turner. Parenting in Contemporary Society, pp. 278-96. National Association for the Education of Young Children. How to Plan and Start a Good Early Childhood Program. Finding the Best Care for Your Infant or Toddler. (Brochures). Superintendent of Documents, United States Government Printing Office. A Parent's Guide to Day Care. (Leaflet).

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 5. Select a child care center.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Identify advantages and disadvantages of the various types of child care options.	1.1c Identify the types of child care services provided by your local community. 1.1d Develop a bulletin board that shows the types of available child care services. 1.2a View filmstrip and discuss the following topics: • How to plan a child care center • Adult/child ratio • Desired attitudes and qualities of staff • Facilities 1.2b Interview parents to determine their expectations of a good child care facility/program. 1.2c View and discuss video. 1.2d Invite a resource person to discuss the characteristics of a quality child care program.	Nasco. On The Job. (Filmstrip). National Association for the Education of Young Children. What Is Quality Child Care? (Video). Director of Local Child Care Center Representative from YES, Incorporated

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 5. Select a child care center.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Explore suitable methods for preparing a child for attendance at a child care center.	1.2e Visit a local child care center and gather information that determines the quality of the service(s) offered. Report findings to the class. 1.2f List factors that describe a good child care center. 1.2g Develop a chart that outlines advantages and disadvantages of the different types of child care options. 1.3a Read selected resources.	South Carolina ETV Director of Community Educational Services Supplement 41: Evaluating Child Care Centers. Decker. Children: The Early Years, pp. 366-70. Draper and Draper. The Caring Parent, pp. 222-25. National Association for the Education of Young Children. So Many Goodbyes: Ways to Ease the Transition Between Home and Groups for Young Children. (Brochure).

CHILD DEVELOPMENT II

UNIT: A. Care for Children

COMPETENCY: 5. Select a child care center.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b List and discuss techniques to prepare a child for attending a child care facility. 1.3c Complete learning activity on easing the transition between home and school. 1.3d Share personal experiences related to the first day of school. 1.3e FHA/HERO Activity: Develop and distribute a leaflet designed to assist parents in helping their child adjust to a new child care program.	Decker. Children: The Early Years: Student Activity Guide, p. 130.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 1. Recognize the effects of divorce on children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given an array of appropriate resources, the learner will develop a handbook designed to help children cope with divorce. All pre-determined criteria must be observed.	1.1 Discuss pros and cons of an unhappy marriage kept together for the sake of the kids.	1.1a Read selected references on unhappy marriages. 1.1b View and discuss filmstrip. 1.1c Compile a list of pros and cons of an unhappy marriage. 1.1d Role play these situations that lead to unhappy marriages:	Bienenfeld. My Mom and Dad Are Getting a Divorce. (Pamphlet). Brisbane. The Developing Child: Understanding Children and Parenting, pp. 464-65. Leavenworth et al. Family Living, pp. 190-98. Ryder. Contemporary Living, Chapter 9. Sasse et al. Life Skills: Personal and Home Management, pp. 89-90. Concept Media. For the Sake of the Children. (Filmstrip).

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 1. Recognize the effects of divorce on children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		• personality conflicts • poor money management • drug abuse • spouse abuse • differing values • in-laws • differing expectations	
	1.2 Formulate appropriate guidelines for informing children of a divorce.	1.1e Invite a resource person to discuss spouse abuse as it relates to marital and family happiness. 1.2a Work in small groups to develop guidelines for informing children of a divorce. 1.2b Complete H. D. Module 27. 1.2c Complete worksheet on family stresses.	CASA Representative (Citizens Against Sexual Assault) South Carolina Department of Education. H. D. Module 27: Separation and Divorce. Brisbane. The Developing Child: Understanding Children and Parenting: Student Workbook, p. 160.
	1.3 Discuss reasons children often feel responsible for divorce.	1.3a Brainstorm for reasons children feel responsible for divorce and share the list with classmates.	

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 1. Recognize the effects of divorce on children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Identify the emotional effects of divorce on children.	1.3b Analyze case situations described in article. 1.4a Invite resource persons to discuss the emotional effects of divorce on children. 1.4b View and discuss video and filmstrip.	Choices. October 1985. "Divorced: But Will My Parents Ever Get Back Together Again?" pp. 46-50. Child Psychologist Social Worker Divorced Parent Teacher's Video Exchange. Divorce: A Teenager's Perspective. (Video). Current Affairs. Single Parents: Coping Alone. (Filmstrip). Transparency 11: Helping Children Adjust to Divorce.
	1.5 Cite ways to help children adjust to divorce.	1.5a Discuss transparency on helping children adjust to divorce. 1.5b View and discuss film and video. 1.5c List ways to cope with parents' divorce.	University Film/Video. University of Minnesota. Children of Divorce. (Video). Parents Without Partners. Parents Are Forever. (Pamphlet).

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 2. Identify the process in which children handle death.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following research and participation in selected learning experiences, the learner will write a short, realistic story to be used when helping a child deal with death. Pre-determined criteria must be observed.	1.1 Analyze children's emotional reactions to death at specific age levels.	1.1a Read selected references related to ways children cope with death.	Brisbane. <i>The Developing Child: Understanding Children and Parenting</i> , pp. 466-68.
		1.1b Discuss differences in children's reactions to death at ages two, four, eight, and ten.	Draper and Draper. <i>The Caring Parent</i> , pp. 232-34.
		1.1c Complete worksheet on family stresses.	Brisbane. <i>The Developing Child: Understanding Children and Parenting: Student Workbook</i> , pp. 160-61.
	1.2 Explain the phases children go through in accepting death.	1.2a List the three phases of accepting death.	Transparency 12: Children's Reactions to Death. Transparency 13: Helping Children Deal with Death.
		1.2b Role play ways of helping children move through the phases successfully.	
		1.2c View and discuss transparencies.	

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 2. Identify the process in which children handle death.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Discuss ways to help children understand that death is a reality of life.	1.3a View and discuss filmstrip series. 1.3b Complete related worksheets in student workbooks. 1.3c Complete H. D. Module 29. 1.3d Invite a resource person to speak to the class on dealing with death in the family. 1.3e Read and discuss the story "What Do You Do When Somebody Dies?"	Guidance Associates. Death and Dying: Closing the Circle. (Filmstrip). Draper, Ganong, and Goodell. See How They Grow: Student Activity Guide, p. 57. Decker. Children: The Early Years: Student Activity Guide, p. 95. South Carolina Department of Education. H. D. Module 29: Adjusting to Death. Minister Child Psychologist Guidance Counselor Child Development Specialist Keele. Let's Talk: Adults and Children Sharing Feelings, pp. 58-60.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 3. Identify special problems associated with single parenting.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After participating in selected learning activities, the learner will be able to identify services or support provided for single parent families by various agencies/organizations. A minimum score of 80% must be achieved.	1.1 Define the term <i>single parenting</i> .	1.1a Read selected references.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 445-50. Decker. Children: The Early Years , pp. 388-90. Parents Without Partners. Facts About Single Parent Families . (Fact Sheet). Ryder. Parents and Their Children , pp. 44-46.
	1.2 Identify problems associated with the single parent family.	1.1b Explain the meaning of the family structure referred to as single parents. 1.1c List reasons for the large increase in single parent families. 1.2a Brainstorm for problems of single parent families. Share list with class. 1.2b Discuss the following situations as they relate to the single parent family: • low income • discipline of children	

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 3. Identify special problems associated with single parenting.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Identify services and organizations available to single parent families.	• housework • physical aspect of child care • need for role models for children of different sex than the parent • need of the parent for adult contact and support 1.2c View and discuss filmstrips. 1.2d Invite guest speakers to share information related to coping skills of single parent families. 1.2e Write paper on the following topic: Meeting the Challenges of Single Parent Families. You may develop the paper around the child's or parent's point of view. 1.3a Discuss the broad spectrum of services needed by single parents.	Sunburst. Single Parent Families. (Filmstrip). Home Economics School Service. Coping with Family Changes, Part 2. (Filmstrip). Department of Social Services Representative Single Parent School Counselor Supplement 42: Identified Need of Single Parents.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 3. Identify special problems associated with single parenting.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3b List agencies and organizations that offer support to single parent families. Examples: • Big Brothers, Incorporated • Department of Social Services • Parents Without Partners, Incorporated 1.3c Collect information related to services or support available to single parent families.	Supplement 43: Providing for Needs of Single Parent Families.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 4. Demonstrate an understanding of the adoption process.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following classroom presentations and research, the learner will write an essay on the topic Adoption, An Emotional Issue. All predetermined criteria must be observed.	1.1 Discuss past and present social attitudes toward adoption.	1.1a Read and discuss related references.	Brisbane. The Developing Child: Understanding Children and Parenting , pp. 448-49.
		1.1b Invite this panel of parents who have adopted children: • one with a grown child • one with a teenage child • one with an elementary school-age child • one with an infant Discuss their varying attitudes toward adoption.	Churchill, Carlson, and Nybell. No Child Is Unadoptable , pp. 112-30. Decker. Children: The Early Years , pp. 391-94. Local parents of adopted children.
	1.2 Identify adoption agencies and procedures for adoption.	1.2a List types of adoptions and discuss the pros and cons of each type: • Agency • Independent	Churchill, Carlson, and Nybell. No Child Is Unadoptable , pp. 34-39, 106-8.
		1.2b Develop a chart that outlines adoption procedures for each type of agency.	

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 4. Demonstrate an understanding of the adoption process.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Discuss the following aspects of adoptions: a. Reasons for adoption b. Importance of informing the child of his/her adoption	1.2c Complete Adoption Listening Guide during presentations by representatives from various agencies and offices dealing with adoptions. 1.3a Use resources to develop a list of reasons children are placed for adoption and adopted. 1.3b View and discuss film.	Supplement 44: Presentation Summary Guide. Representative from adoption agencies in the area. Attorney or staff from office that handles adoptions. Family Court Judge Brooks. The Process of Parenting, pp. 447-53. Canape. Adoption: Parenthood Without Pregnancy. Draper, Ganong, and Goodell. See How They Grow, pp. 8-9. Plumez. Successful Adoption: A Guide to Finding A Child and Raising A Family. University Film and Video. University of Minnesota. Tell Me My Name. (Filmstrip).

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 4. Demonstrate an understanding of the adoption process.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3c Invite a resource person from the Department of Social Services to provide information related to the following topics: • Reasons children are placed for adoption • Reasons some children are not adopted 1.3d Present a debate on the topic Why Children Should/Should Not Be Told of Their Adoption. 1.3e Interview adopted persons to determine their feelings about adoption. 1.3f Role play situations based on informing a child of his/her adoption at the following stages: • Preschool child • Seven-year-old child • Teenager	County Department of Social Services Canape. Adoption: Parenthood Without Pregnancy. Draper, Ganong, and Goodell. See How They Grow, p. 167. Salkind and Ambron. Child Development, p. 477. Supplement 45: Adoption: A Personal View.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 4. Demonstrate an understanding of the adoption process.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3g Discuss worksheet on children's explanations for adoption.	Supplement 46: How Children Explain Adoption.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 5. Demonstrate an understanding of the problem of child abuse.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following participation in selected learning experiences, the learner will compile a booklet that identifies laws and agencies that deal with child abuse. All criteria set forth by the teacher must be met.	1.1 Identify the categories of child abuse.	1.1a Read selected references and formulate a definition of child abuse. 1.1b Discuss the general categories of child abuse: • Nonaccidental physical injury • Neglect • Sexual molestation • Emotional abuse 1.1c Review and discuss activity sheet. 1.1d View and discuss selected audiovisuals.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 461-63. Decker. Children: The Early Years, p. 404. Marhoefer and Vadnais. Caring for the Developing Child, pp. 139-51. National Center for Missing and Exploited Children. Pamphlets on Child Abuse. Supplement 47: Signs of Abuse and Neglect. South Carolina Department of Education. ITV. Child Abuse: It Hurts Us All. (Video).

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 5. Demonstrate an understanding of the problem of child abuse.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Describe the typical child abuser.	1.1e Research local child abuse statistics and develop a chart that indicates the most to the least frequently occurring types of abuse. 1.2a List and discuss characteristics of typical child abusers. 1.2b Collect articles or pictures on child abuse and discuss possible traits of the abuser. 1.2c Complete activity sheet.	The Butterick Company. Child Abuse and Neglect. (Video). Guidance Associates. Child Abuse and Neglect: The Hidden Hurt. Sexual Abuse and Harassment: Causes, Prevention, and Coping. (Videos). Franklin Clay Film. Child Abuse: Physical. (Video). Hogg Foundation For Mental Health. Battered Children. (Audiotape 27). Marhoefer and Vadnais. Caring for the Developing Child: Student Workbook, pp. 79-80. Transparency 14: Profile of a Child Abuser. Decker. Children: The Early Years: Student Activity Guide, p. 138.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 5. Demonstrate an understanding of the problem of child abuse.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Discuss laws and agencies that deal with child abuse.	1.2d View transparencies and discuss them. Complete selected worksheets. 1.3a Compile a list of local child abuse laws and agencies. 1.3b Discuss the importance of each law and agency listed in 1.3a: • Significance of each law. • Services provided by each agency. 1.3c Locate phone numbers and names of contact persons for local child abuse agencies. 1.3d Present a panel of legal aides and other professionals who work with child abuse cases. 1.3e Discuss reasons child abuse is sometimes not reported.	Milliken Publishing Company. Home Economics Education. Child Abuse and Neglect. (Transparency Masters). Media Center Family Court Judge Assistant Solicitor in charge of child abuse Department of Social Services Case Worker County Guardian ad Litem Coordinator

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 5. Demonstrate an understanding of the problem of child abuse.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3f Read descriptive phrases and determine the type of abuse described in each. 1.3g Suggest steps to follow when reporting various types of child abuse as described in case studies.	Supplement 48: Identifying Types of Child Abuse. Supplement 49: Child Abuse Case Studies.

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 6. Identify special problems associated with runaways and missing children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given case studies and teacher prepared criteria for evaluation purposes, the learner will a. Determine factors associated with runaways and missing children. b. Identify appropriate agencies that offer assistance for each problem presented in the case studies.	1.1 Differentiate between runaways and missing children.	1.1a Read and discuss resources related to runaways and missing children.	Adam Walsh Child Resource Center. Safety Tips. (Pamphlet). Leigh and Peterson. Adolescents in Families, pp. 63-66. National Center For Missing and Exploited Children. Youth At Risk. (Pamphlet). Ryder. Parents and Their Children, pp. 316-17.
		1.1b Brainstorm for differences between a runaway and a missing child.	
	1.2 Cite factors that contribute to problems related to runaways and missing children.	1.2a View and discuss audiovisuals on runaways and missing children.	Concept Media. I'm On the Run. (Filmstrip). Guidance Associates. Runaways: Children of Despair. Teenage Runaways: Running From/Running To. (Filmstrips). Guidance Associates. Strong Kids, Safe Kids. (Video).

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 6. Identify special problems associated with runaways and missing children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2b Invite a former runaway to share experiences with the class. 1.2c Invite a representative of the Department of Social Services to speak on the topic Why Children Run Away From Home. 1.2d Role play situations in which parents give a child tips on preventing abduction. 1.2e Utilize articles from newspapers and magazines to create a bulletin board on runaways and missing children.	Department of Social Services--Youth Division
	1.3 Identify agencies that deal with problems of runaways and missing children and strategies used in locating the children.	1.3a Use telephone directories to formulate a list of agencies that offer assistance with runaways and missing children. 1.3b Develop posters that provide information to families seeking help in locating runaways and missing children. 1.3c Invite speakers from the listed agencies to discuss procedures for reporting and locating missing children and runaways.	Telephone Directories (Community Services Numbers) S.L.E.D. Bureau of Missing Persons Police Department

CHILD DEVELOPMENT II

UNIT: B. Identify Problem Situations for Children

COMPETENCY: 6. Identify special problems associated with runaways and missing children.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.4 Discuss the emotional and psychological impact of runaways and missing children on the family.	1.4a Evaluate case studies based on the emotional and psychological effects of runaways and missing children on families. 1.4b FHA/HERO Activity: Plan and present a special program centered around family problems caused by runaways. 1.4c Develop posters that depict the emotional and psychological impact of runaways and missing children on families. 1.4d Write an "open letter" to a runaway via the Ann Landers column. Describe the feelings of family members who are concerned about the welfare of the runaway child.	Representative from the Adam Walsh Resource Center

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 1. Identify factors to consider in choosing a career.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After participating in learning activities provided by the instructor, the learner will explain how personal and professional qualifications affect an individual's future career decisions with a minimum of 90% accuracy.	1.1 Discuss the processes involved in choosing a career.	1.1a Define and discuss the following vocabulary terms: • Aptitude test • Skills • Entry-level job • Interest inventory • Professional • Paraprofessional • Reference • Experience • Resume 1.1b Invite the school counselor to discuss types of career related tests administered at local school sites. 1.1c Discuss interpretation of the tests and benefits received from them. 1.1d List, discuss, and demonstrate job search skills such as the following: • Writing a resume • Participating in an interview • Writing a letter of application • Obtaining references	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 474-80. Decker. Children: The Early Years, pp. 508-11. South Carolina Department of Education. Job Seeking: How and Where. Vocational Counselor South Carolina Department of Education. Child Care Worker: Module 35: Steps In Choosing a Career. South Carolina Department of Education. Job Keeping Skills Guide and accompanying transparencies.

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 1. Identify factors to consider in choosing a career.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1e Complete related learning activities. 1.1f Discuss job security and prestige in career decisions. 1.1g View and discuss selected audiovisuals related to getting and keeping a job. 1.1h Volunteer your services at a child care facility. Participate in an interview for the position and write a report of the results. 1.1i Complete and discuss the resource activity. 1.1j View and discuss the transparency.	Decker. Children: The Early Years, pp. 172-74. Guidance Associates. You and Your Job Interview. Job Hunting: Where to Begin. (Filmstrips). Guidance Associates. If At First: How To Get A Job and Keep It. (Video). Local Child Care Facilities The Butterick Company. What's Your Style? (Activity Sheet). Transparency 15: Stay A Jump Ahead.

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 2. Identify careers in child care services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Upon completion of this unit, the learner will develop a detailed task analysis of a specific job in the area of child care with a minimum of 80% accuracy.	1.1 Discuss advantages and disadvantages of specific careers in the child care field.	1.1a Utilize available resources to identify careers in the child care field. 1.1b Invite resource persons to discuss careers in the child care field. 1.1c Compile a list of advantages of career identified in 1.1a.	Brisbane. The Developing Child: Understanding Children and Parenting, pp. 480-88. Decker. Children: The Early Years, pp. 502-7. United States Department of Labor. Occupational Outlook Handbook. Exploring Careers. Director of Day Care Center Department of Social Services Representatives Pediatrician Child Psychologist Camp Supervisor Headstart Worker Food Service Worker Physical Therapist Decker. Children: The Early Years: Student Activity Guide, pp. 170-71.

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 2. Identify careers in child care services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Describe personal characteristics employers look for in prospective professional child care personnel.	1.1d View and discuss audiovisuals related to careers in child care. 1.1e Complete the activity sheet. 1.1f Work in small groups to prepare a display on specific careers in the child care field. Include various levels of child care occupations in the display. 1.1g Predict careers of the future in the child care field. 1.2a Compile a list of desirable personal traits of child care personnel: • Adaptable • Imaginative • Good communication skills • Sense of humor • Enjoys working with children • Leadership skills • Energetic • Understanding • Patient • Supportive • Demonstrates a professional attitude	Glencoe. Careers Helping Children. Careers in Child Care. (Filmstrips). Nasco. On The Job. (Filmstrip). Supplement 50: Child Care Careers. Didsbury. The World of Work: Careers and the Future.

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 2. Identify careers in child care services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Explain the relationship of education and experience to finding and keeping a job. 1.4 Investigate a specific career in the child care field that is of interest to you.	1.3a List and discuss educational requirements and experiences that would be helpful when considering employment in the child care field. 1.3b Share personal experiences that involve caring for children. 1.3c Tape interview with persons involved in child care occupations. Ask them to provide suggestions for individuals preparing to seek employment in the child care field. 1.3d Evaluate your personal skills that would be helpful in working with young children. 1.3e Keep a career diary for one month to determine the direction your career plans are taking. 1.4a Analyze personal values, interests, personality traits, and goals that may influence your selection of a career in child care services. 1.4b Utilize selected resources to compile information on the child care career you have selected.	Supplement 51: Analysis of Personal Child Care Skills. Supplement 52: My Career Diary. Collection of materials from counselors, media center, community agencies, and businesses.

CHILD DEVELOPMENT II

UNIT: C. Recognize Career Opportunities in the Child Care Field

COMPETENCY: 2. Identify careers in child care services.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4c List local job opportunities in child care for each site listed below: • Hospital • Recreational center • Restaurant • Schools • Shopping center 1.4d Conduct research on a career in child care services.	Supplement 53: Exploring Careers in Child Care Services.

APPENDIX A

DEFINITIONS OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

ACCOUNTABILITY.

Theory that teachers and school systems may be held responsible for actual improvement in pupil achievement and that such improvement is measurable through evaluation of teacher effectiveness.

ADVISORY COMMITTEE.

Group of individuals who can provide the instructor with useful information about his or her occupational area and who can advise the instructor on matters related to the requirements of the occupation or the local job market. The group - usually selected by or with the consent of the instructor - may include employers, supervisors, incumbent workers, former students, or others who are familiar with the requirement of the occupations they represent, current trends in employment, and technological developments.

AFFECTIVE LEARNING.

Behavior exhibited by the learner dealing with changes in attitudes, interests, and values; development of appreciation; and adequate adjustment.

BEHAVIORAL OBJECTIVE.

Statement specifying a performance that a student is expected to do in order to demonstrate that he/she has acquired the knowledge, skill, or attitude taught in a learning experience. The performance specified should be observable and measurable.

CATALOG.

A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CBVE (COMPETENCY-BASED VOCATIONAL EDUCATION).

A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting each student master the tasks prior to advancing to another.

CIP (CLASSIFICATION OF INSTRUCTION PROGRAM) CODE.

A code developed by the U. S. Office of Education to identify a specific cluster of related jobs for training program identification.

COGNITIVE LEARNING.

Behavior exhibited by the learner dealing with recall and recognition of knowledge and the development of intellectual abilities and skills.

COMBINATION APPROACH.

Instructional approach in which students are allowed to move at their own rate, but within specific time frames. The appropriate use of both the group and individualized modes (prescribed, personalized, self-directed and independent) promotes effective and efficient instruction.

COMPETENCY.

Proficiency in the knowledge and skills required of workers in a particular occupation or occupational specialty; a term used by educators to mean essentially program goal, duty, task, or objective. In some cases the terms are essentially synonymous.

COMPETENCY PROFILE.

Written record of the knowledge or skills that a student has acquired, as well as the level of proficiency that the student has attained in a specific occupational area.

CONDITION.

Part of the performance objective which identifies the environment (instruction, tools, equipment and supplies) in which the learner will perform the task.

CONSORTIUM.

A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

COURSE OUTLINE.

List of topics and subtopics that reflect the content of the program. An alternative would be a list of duties and tasks performed on the job. The order of the list may or may not correspond to the order in which tasks are taught.

COURSE SYLLABUS.

Written plan which includes name and number of the course, credit, prerequisite, narrative description of the course, competencies, course outline (scope and sequence), supplies, equipment, texts, references, and student evaluation. Portions of this plan may be provided to the students.

COVERT BEHAVIOR.

Thinking process which precedes overt (observable) behavior in the learner.

CRITERION-REFERENCED MEASURE.

Test item based on an objective which assesses how well a student can perform a task in relation to a present standard of proficiency.

CURRICULUM GUIDE.

Document that describes suggested content and instructional strategies for a particular program. Usually included are program goals, student objectives, suggested learning experiences, resources, and evaluation procedures. Sometimes included are actual materials that can be duplicated and used by students.

DIAGNOSTIC TEST.

Test given to a student during the instructional process to aid in identifying areas of student strengths and weaknesses relative to a given subject under study.

DELIVERY SYSTEM.

Teaching process used to instruct (group, individualized or combined).

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.).

A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DUTY.

Distinct grouping of tasks which are related to each other by the nature of the work to be performed.

EFFECTIVE INSTRUCTION.

Instructive actions and activities that enable the learner to reach the objective.

EFFICIENT INSTRUCTION.

Instructive actions that acquire maximum learning with the minimum amount of time, resources, etc.

ENABLING PERFORMANCE OBJECTIVE.

Statement describing knowledge and/or attitudes which are specific prerequisites to the performing of the skill or task. Workers are competent when they can perform a psychomotor task while taking into consideration the mental activity (cognitive and affective) needed to complete the performance.

FIELD REVIEW.

The process of using and refining drafts of V-TECS materials for the purpose of identifying content errors or technical problems.

GROUP APPROACH.

Approach to classroom instruction whereby all learners are working on the same task and learning experiences simultaneously.

GUIDED ACTIVITY.

Learning activity planned and provided by the teacher under the guidance of the instructor to assure correct or accurate practice of a new learning task.

INDEPENDENT ACTIVITY.

Learning activity planned and provided by the teacher for the learner to perform (independently) without teacher supervision (eg. homework, learning center). The activity provides practice after student ability has been demonstrated.

INDEPENDENT INSTRUCTION.

Objectives and learning activities, selected by the student, required to master course competencies.

INDIVIDUALIZED INSTRUCTION.

Delivery system which attempts to tailor instruction to the needs and interests of the learner. It may be: prescribed, personalized, self-directed and independent.

INSTRUCTIONAL RESOURCES.

Textbooks, workbooks, audio-visual aids and other related items designed to assist in the teaching and learning processes.

INSTRUCTIONAL STRATEGIES.

Activities and behaviors planned for and performed by the instructor to promote learning. (Also known as Teaching Activities, Learning Experiences and Learning Activities).

JOB-RELEVANT REQUIREMENTS.

Requirements (skills and knowledge) of each occupation which are the bases for instruction.

LEARNING ACTIVITY PACKAGES.

Individual self-contained packets of information to facilitate learning. Each Learning Activity Package contains a pre-test, student performance objectives, learning activities, self-checks, and a post-test. (Also called learning packages, learning modules, or learning packets.)

MANAGEMENT PROCEDURES.

Procedures used to keep instructional activities and classroom administration running smoothly. Keeping accurate student records, keeping track of materials, and assigning equipment, supplies, and instructional materials are examples of the tasks for which management procedures are needed.

MEASURABLE.

Refers to the capability to evaluate the learner's performance based on behavior.

MODULES.

Package of materials designed to help students manage their own instruction. It may contain objectives rationale, pre-test, post-test, instructional materials and activities or directions for obtaining and using them.

NORM - REFERENCED TEST.

Test used to determine how well a student performs a given task relative to other students.

OBJECTIVE.

Statement specifying a performance that a student is expected to do in order to demonstrate that he/she has acquired the knowledge, skill, or attitude taught in a learning experience. The performance specified should be observable and measurable.

OBJECTIVE EVALUATION.

Evaluation based on the use of facts without distortion by personal feelings and/or prejudices.

OBJECTIVE TEST.

Test that involves the use of facts without distortion by personal feelings and/or prejudices.

OCCUPATIONAL INVENTORY.

Duty and task listing that results from an occupational analysis. The inventory lists the tasks performed by workers in an occupation, along with an estimate of the relative amount of time spent on each task.

OVERT BEHAVIOR.

Outward behavior of the learner. Overt behavior enables the teacher to evaluate learning.

PERFORMANCE-BASED INSTRUCTION.

Instruction which requires the learners demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE GUIDE.

Series of steps arranged in the sequence usually followed which, when completed, should result in the performance of a task.

PERFORMANCE OBJECTIVE.

Statement, in observable and measurable terms of what the learner must do. The performance-objective statement includes the task, the conditions under which the task is to be performed, and the standards that performance must meet.

PERSONALIZED INSTRUCTION.

Objectives are selected by the learner; learning activities are selected by the instructor.

PRESCRIBED INSTRUCTION.

Both the objectives and learning activities are predetermined by the instructor.

PRE-TEST.

Test administered prior to instruction in order to determine whether the student has already mastered the skills or knowledge specified in the performance objective(s).

POST-TEST.

Test administered after a student has completed the instruction for one or more objectives in order to determine whether the student has mastered the performance objective(s).

PROCESS EVALUATION.

Appraisal process designed to determine if a student is progressing satisfactorily through a student's performance on procedures or steps.

PRODUCT EVALUATION.

Appraisal process designed to determine the degree of accomplishment or achievement on the part of the student in relation to the performance objective(s) through the rating of the final product of a student's performance.

PROGRAM.

Planned sequence of courses, services, or other educational activities designed to meet specific vocational objective(s) so that individuals are prepared to enter an occupation or closely related groups of occupations.

PROGRAMMED INSTRUCTION.

Instructional strategy which presents information in planned steps. Instruction can be programmed in such media as printed texts, tapes, films, filmstrips, slides, and computer software.

PSYCHOMOTOR.

Behavior exhibited by the learner dealing with the development of a manipulative or motor skill. The physical activities a learner does in performing a skill.

RELEVANT INSTRUCTION.

Instruction that is meaningful to the learner and meets current occupational needs. In competency-based vocational education objectives must be job-relevant and learning experiences must be relevant to the task being learned.

RESOURCES.

Materials which are used to develop instruction and/or learner-specific objectives.

SELF-DIRECTED.

Objectives selected by the instructor, learning activities by the student.

SELF-PACING.

Arrangement whereby provision is made for individual students to set their own schedule for learning or rate of achievement and to monitor their own progress.

SEQUENCING.

Process of arranging tasks to assure an orderly and logical presentation of learning to the learner.

STANDARD.

Part of the performance objective. It indicates the level of performance expected of the learner at the completion of the learning activities.

STUDENT FEEDBACK.

Function of guided instruction and evaluation providing the learner with status of performance (process and product evaluation).

SUBJECTIVE EVALUATION.

Evaluation influenced by the evaluator's personal experiences and/or prejudices.

SUBJECT-MATTER EXPERT.

A highly experienced person (incumbent worker/instructor) who assists in identifying task performance steps, skills, and knowledge necessary to perform the job.

SUBJECT-MATTER UNIT.

Unit of instruction built around related principles, concepts, or facts.

SUBJECTIVE TEST.

Test, such as an essay test, that is scored on the basis of the scorer's personal judgment of the worth of each answer, rather than by reference to an objective scoring key; often used to designate the traditional type of examination.

TASK.

Unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS.

Detailed study of what a worker does in performing a task. A process the teacher must perform in order to identify cognitive and affective learning that is relevant to the task to be learned. The development of V-TECS curriculum guides includes this process in the development of instructional units.

V-TECS.

Vocational-Technical Education Consortium of States - An organization working to develop valid catalogs of performance objectives, criterion-referenced measures and performance guides.

V-TECS CATALOG.

An incumbent-based description of the duties, tasks, performance objectives, performance guides, and related data in a specified occupation.

V-TECS CURRICULUM GUIDE.

Contains the competency-based content and resources needed to deliver the training for that occupation.

WRITING TEAM.

A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX B
SUPPLEMENTS

Supplement 1

FILM EVALUATION GUIDE

Name _____ Date _____

Directions: After viewing the film, complete each of the sections below.

Title of film: _____

Concept presented: _____

Summary of film: _____

How I can use this information: _____

My personal thoughts about the film: _____

SIGNS OF PREGNANCY

DIRECTIONS: Place an (X) by the signs of pregnancy.

- _____ 1. Indigestion
- _____ 2. A special feeling
- _____ 3. A missed menstrual period
- _____ 4. Varicose veins
- _____ 5. Being sleepier than usual
- _____ 6. Breast enlargement
- _____ 7. Wanting something special to eat
- _____ 8. Sudden weight gain
- _____ 9. Breast tenderness
- _____ 10. Muscle cramps
- _____ 11. Nausea in the morning or at other times during the day
- _____ 12. Backache
- _____ 13. Extreme tiredness
- _____ 14. Dizzy spells
- _____ 15. Extreme hunger
- _____ 16. Change in the color of the area around the nipple

HYGIENE HABITS

DIRECTIONS: Indicate positive hygiene habits with a (+).

- _____ 1. Take daily baths
- _____ 2. Have dental checkups
- _____ 3. Drink from someone else's glass
- _____ 4. Get regular exercise
- _____ 5. Wear clean clothes daily
- _____ 6. Wear someone else's shoes
- _____ 7. Eat a balanced diet
- _____ 8. Get wet on a rainy day
- _____ 9. Use deodorant rather than an antiperspirant
- _____ 10. Have health checkups
- _____ 11. Wear properly fitting undergarments
- _____ 12. Get adequate rest
- _____ 13. Smoke a pack of cigarettes daily
- _____ 14. Eat a candy bar for lunch
- _____ 15. Floss your teeth once a week
- _____ 16. Wash hair regularly
- _____ 17. Use a beauty soap to wash with
- _____ 18. Brush your teeth once a day
- _____ 19. Wear properly fitting shoes
- _____ 20. Stay up late

APPROPRIATE ACTIVITIES DURING PREGNANCY

DIRECTIONS: Place an (X) beside activities appropriate during pregnancy.

- _____ 1. Playing touch football
- _____ 2. Swimming
- _____ 3. Water skiing
- _____ 4. Horseback riding
- _____ 5. Playing tennis
- _____ 6. Walking
- _____ 7. Jogging
- _____ 8. Gardening
- _____ 9. Picnicking
- _____ 10. Bicycling
- _____ 11. Playing basketball
- _____ 12. Attending a concert
- _____ 13. Going to church
- _____ 14. Playing bridge
- _____ 15. Going out to eat
- _____ 16. Doing volunteer work
- _____ 17. Drinking alcoholic beverages
- _____ 18. Cutting grass
- _____ 19. Attending a party where drugs are used
- _____ 20. Raking the yard
- _____ 21. Playing softball

SPOUSAL ATTITUDES TOWARD PREGNANCY AND CHILDBIRTH

Becoming a parent is a momentous event for both parents. Listed below are some emotions that the prospective parents might feel as they learn of the pregnancy, await the birth, and finally meet their new son or daughter. Put yourself in the parent's place and complete the following statements.

1. At the thought of having a baby I _____

2. As the baby became active I _____

3. The ideal of having to care for someone else _____

4. Sharing my spouse's time _____

5. As time for delivery approached _____

6. During delivery _____

7. The pain _____
8. After delivery I _____

9. When the doctor said _____

10. The most important _____

PRENATAL DEVELOPMENT WORD LIST

DIRECTIONS: Use classroom resources and define these terms.

Amniotic fluid:

Cervix:

Chromosome:

Conception:

Embryo:

Endometrium:

Fallopian tube:

Fetus:

Genes:

Gestation:

Implantation:

Ova:

Ovaries:

Placenta:

Pregnancy:

Sperm:

Umbilical cord:

Uterus:

VOCABULARY STUDY SHEET--TERMS RELATED TO BIRTH

DIRECTIONS: Use your textbook and other resources to locate definitions of these terms.

Afterbirth:

Breech:

Cesarean section:

Cervix:

Contractions:

Delivery:

Dilate:

Episiotomy:

False labor:

Forceps:

Labor:

Natural childbirth:

Nurse--midwife:

Obstetrician:

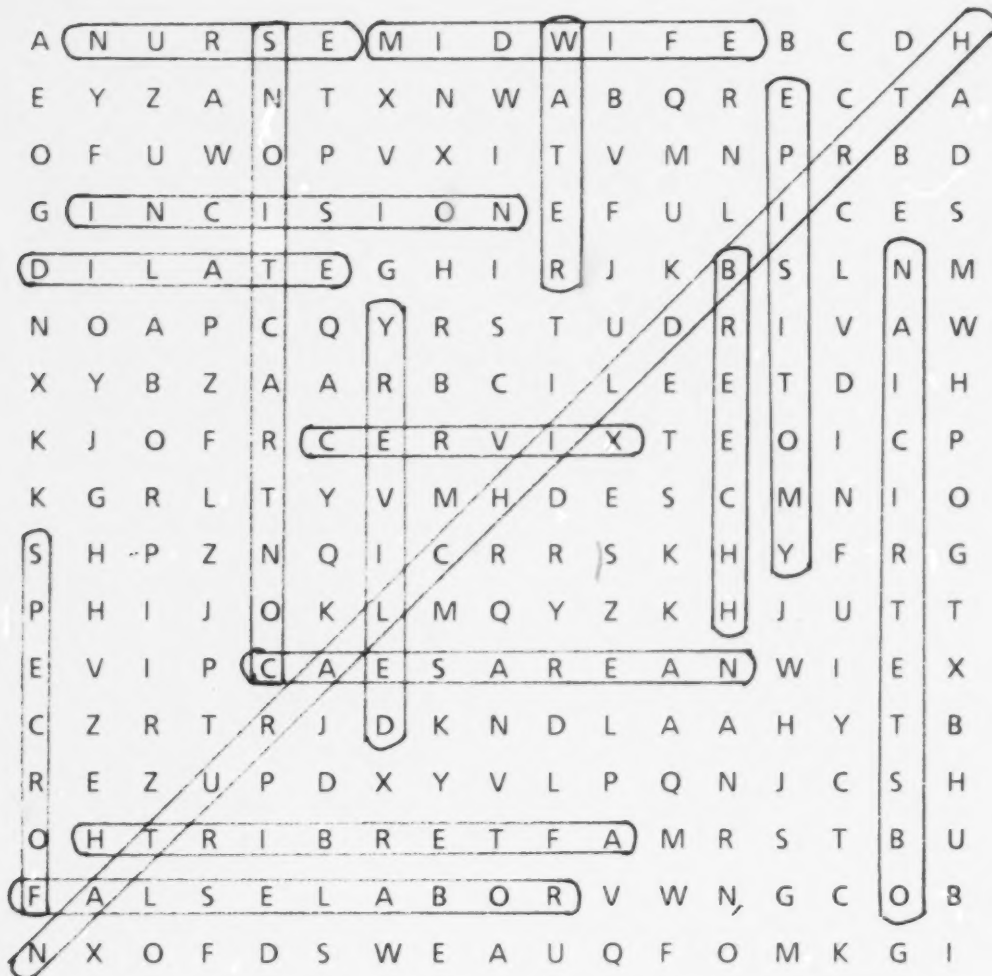
WORD SEARCH--TERMS RELATED TO BIRTH

DIRECTIONS: Find as many of the terms related to birth as possible in the word search.

A	N	U	R	S	E	M	I	D	W	I	F	E	B	C	D	H
E	Y	Z	A	N	T	X	N	W	A	B	Q	R	E	C	T	A
O	F	U	W	O	P	V	X	I	T	V	M	N	P	R	B	D
G	I	N	C	I	S	I	O	N	E	F	U	L	I	C	E	S
D	I	L	A	T	E	G	H	I	R	J	K	B	S	L	N	M
N	O	A	P	C	Q	Y	R	S	T	U	D	R	I	V	A	W
X	Y	B	Z	A	A	R	B	C	I	L	E	E	T	D	I	H
K	J	O	F	R	C	E	R	V	I	X	T	E	O	I	C	P
K	G	R	L	T	Y	V	M	H	D	E	S	C	M	N	I	O
S	H	P	Z	N	Q	I	C	R	R	S	K	H	Y	F	R	G
P	H	I	J	O	K	L	M	Q	Y	Z	K	H	J	U	T	T
E	V	I	P	C	A	E	S	A	R	E	A	N	W	I	E	X
C	Z	R	T	R	J	D	K	N	D	L	A	A	H	Y	T	B
R	E	Z	U	P	D	X	Y	V	L	P	Q	N	J	C	S	H
O	H	T	R	I	B	R	E	T	F	A	M	R	S	T	B	U
F	A	L	S	E	L	A	B	O	R	V	W	N	G	C	O	B
N	X	O	F	D	S	W	E	A	U	Q	F	O	M	K	G	I

WORD SEARCH--TERMS RELATED TO BIRTH

DIRECTIONS: Find as many of the terms related to birth as possible in the word search.



TERMS ASSOCIATED WITH COMPLICATIONS OF PREGNANCY

1. Bleeding
2. Nausea
3. Vomiting
4. Edema
5. Blurring
6. Toxemia
7. Urine
8. Chills
9. Fever
10. Abdominal
11. Gush
12. Continuous
13. Vision
14. Decrease
15. Puffiness
16. Miscarriage

DANGER SIGNALS DURING PREGNANCY

DIRECTIONS: Place an (X) in the blank space before each item that represents a danger signal during pregnancy.

- ☐ 1. Cravings for food
- ☐ 2. Bleeding from the vagina
- ☐ 3. Headache for a short period of the day
- ☐ 4. Severe or continuing nausea or vomiting
- ☐ 5. Hemorrhoids
- ☐ 6. Continuing or severe headache
- ☐ 7. Muscle cramps
- ☐ 8. Swelling or puffiness of the face or hands or marked swelling of the feet or ankles
- ☐ 9. Constipation
- ☐ 10. Backache
- ☐ 11. Blurring of vision or spots before the eyes
- ☐ 12. Varicose veins
- ☐ 13. A marked decrease in the amount of urine passed
- ☐ 14. Pain or burning on passing urine
- ☐ 15. Chills and fever
- ☐ 16. Changes in the skin
- ☐ 17. Sharp or continuous abdominal pain
- ☐ 18. Indigestion
- ☐ 19. Sudden gush of water from the vagina before the baby is due
- ☐ 20. Weight gain

Unit: A. Demonstrate Knowledge and Understanding of Prenatal Development

HIGH RISK PREGNANCY FACTORS

1. Diabetes
2. Anemia
3. Little or no prenatal care
4. Infectious disease
5. Hypertension
6. Premature labor
7. Abnormal fetal test results
8. Drug abuse during pregnancy
9. Smoking during pregnancy
10. Prolonged pregnancy

Unit: A. Demonstrate Knowledge and Understanding of Prenatal Development

APGAR TEST

During the 1950's Virginia Apgar developed a procedure which is used in hospitals today to evaluate the physical condition of newborns. The results of the test determine the newborn's chances for survival. The test is given one minute following birth and is repeated 5 minutes later. If the total score is between three and six, it is recommended that the infant be given immediate treatment.

SIGNS OR INDICATIONS	0	1	2
Heart Rate	Absent	Fewer than 100 beats per minute	More than 100 beats per minute
Respiration	Absent	Irregular	Good, strong cry
Muscle Tone	Limp	Very little response to	Strong, active
Reflexes	No response	No crying, minimal withdrawal from pain	Crying, facial contortions, withdrawal from painful stimuli
Color	Blue; pale	Pinkness with blue hands and feet	Pink

Unit: A. Demonstrate Knowledge and Understanding of Prenatal Development

CHARACTERISTICS OF PREMATURE AND POSTMATURE INFANTS

Premature (Born before 37 weeks of gestation)	Postmature (Born after 42 weeks of gestation)
1. Small in size	1. Pale, cracked, scaly skin
2. Large head in relation to the body	2. Very little fat beneath the surface of the skin
3. Limited stomach capacity	3. Malnourished appearance
4. Minimum creases in palms and soles of the feet	4. Long fingernails
5. Minimum amount of fat deposits beneath the skin	5. Abundant scalp hair
6. Inactive	6. Hyperventilation
7. Sucking reflex is absent, weak, or ineffectual	
8. Unstable body temperature	

SOCIAL DEVELOPMENT OF INFANTS
OBSERVATION SHEET

DIRECTIONS: Carefully read the observation sheet so you will know the types of questions you will need to answer after you have completed your observations. Complete each question fully and write other interesting observations at the bottom of the page.

Location where observation took place: _____

Age of the infant: _____

Persons present during observation period: _____

What did the infant do during the observation period? _____

How did the infant communicate with people? _____

What did the other persons do with the infant? _____

Did the infant play with any toys? If yes, what did the infant do with the toys? _____

CASE STUDIES: FEEDING AN INFANT

DIRECTIONS: Read the case studies provided and respond to the question(s).

1. Joe and Sarah enrolled in several child development courses during their high school years. Now that they have a baby, they practice what was learned in class. They always hold the baby while he is being bottle fed and make a ritual of singing or talking to him softly during the feeding process.

Do you agree with their method of child rearing? What type of needs are being met in this situation?

2. Two month old Sandra eats at mealtime but never seems to be satisfied. Her parents have begun to put portions of their food in the blender and process it so that it can be mixed with the baby's formula.

Would you feed your baby in this manner? Could this cause any digestive difficulties for the baby?

DRESSING AN INFANT



DIRECTIONS: DRESS THE INFANT BY USING SCRAPS OF FABRIC OR CUTOUTS FROM CATALOGS.

TOYS PROMOTE GROWTH

DIRECTIONS: Listed below are examples of toys an infant may use. Indicate how each may contribute to the physical development of infants.

Toys/Equipment	Type of Development Fostered
1. Assorted sizes of boxes and buckets	
2. Crib mobiles	
3. Pull toys	
4. Rattles	
5. Plastic nested measuring cups	

Toys/Equipment	Type of Development Fostered
6. Beads on a string	
7. Balls of assorted sizes	
8. Bean bags	
9. Infant jumping seat	
10. Pot lids and spoons	
11. Blocks of assorted sizes (wooden or plastic)	

SNACKS FOR CHILDREN

Ants On A Log

Celery stalk/carrot stick
Peanut butter
Raisins

Fill celery or carrot with peanut butter. Top with raisins. Cheese spread or pimento cheese may be substituted for the peanut butter.

Breakfast Happy Face

Using a spoon, drop small amounts of pancake batter into a heated skillet to represent the eyes, nose, and mouth. Let cook for 20 seconds. Pour enough batter over happy face to make a three-inch round pancake. When bubbles form around the edges, flip over to cook the opposite side.

Pigs In A Blanket

Refrigerator biscuits
Vienna sausages/Frankfurters
Cheese slices

Roll biscuits individually. Cut or shape into triangles. make a slit in side of sausage or frank. Fill with cheese and roll in biscuit triangle. Bake in oven until brown.

Bunny Salad

Pear half
Raisins
Cherry half

Blanched almonds
Large marshmallow
Lettuce leaf

Place a lettuce leaf on a small plate. Use pear half to make the body. The small end is the rabbit's head. Make eyes with the almonds. Use the marshmallow at the big end of the pear to make rabbit's tail. Use the cherry half for the nose, and raisins for the rabbit's mouth.

Jello People

Make jello in flat dish about $\frac{1}{2}$ to 1 inch deep. Chill until firm. Use cookie cutters to make jello people or other characters. Decorate as desired just before serving. Use cherries, raisins, etc., for eyes, nose, and mouth.

SOLVING BEDTIME PROBLEMS

DIRECTIONS: Write your reaction to each of the following case studies that involve bedtime problems of young children.

Case I. Eighteen-month-old Sarah's mother is upset because Sarah refuses to go to sleep alone in her room. If someone remains in the room with her, she falls asleep without any trouble. If she awakens and realizes that she is alone, the screaming begins.

Case II. Danny is three years old and seems to be a happy, well adjusted child until time for bed. Usually he has to be put to bed five and sometimes six times per night. Just when his parents think he is sound asleep in his room, he comes out again. This goes on until ten or eleven o'clock each night.

Case III. Two year old twins, Sam and Samantha, are extremely active and refuse to take a nap during the day. They become tired and irritable but insist on staying awake. When they are put to bed for a nap, they giggle and play and ignore their mother's demands that they quiet down and get some rest.

OBSERVING SOCIAL BEHAVIOR

Name of Child _____ Date _____

Age _____

DIRECTIONS: Observe a child at play and indicate his/her level of social development.

	ABOVE AVERAGE	AVERAGE	NEEDS ATTENTION	NOT SURE
Enjoys interacting with others				
Shares belongings				
Shows consideration for feelings of others				
Cooperates with adults				
Demonstrates leadership tendencies				
Demonstrates disruptive tendencies				
Compromises or takes turns				

SOCIALIZATION CASE STUDIES

DIRECTIONS: Read the case studies below and explain how each might influence the social development of the child.

1. Gloria has always been very shy and seldom interacts with others. She likes to pretend that animals and toys can talk to her. One day her neighbor, Mrs. Cameron, invited Gloria to help her name some new kittens. Gloria was reluctant but eventually consented after watching Mrs. Cameron cuddle and talk to the kittens.

2. Tommy is a boisterous, destructive, self-centered, four-year-old who has few friends. Each time his peers attempt to include him in play activities, he is disruptive and causes much unhappiness. Tommy feels everybody hates him and has threatened to run away from home.

3. Mrs. DeLaney is concerned because her six-year-old daughter, Ruth, was not invited to a neighborhood birthday party. She was told that Ruth annoys others by bragging constantly and telling falsehoods for no reason.

TOY EVALUATION

DIRECTIONS: Choose a toy to evaluate. As you examine the toy, provide the information requested in the spaces below.

Name of toy _____

Manufacturer or distributor _____

Does the label suggest suitable ages or caution for use? _____

Does the toy seem durable? _____

Explain why or why not. _____

Does the toy meet the safety measures discussed in class? _____

Explain your answer. _____

What type of adult supervision would be required for use of the toy? _____

If the toy is designed for older children, could it be harmful to an infant, toddler, or young child? _____

If yes, explain. _____

How much space is needed for the use of the toy? _____

Are any special requirements needed for use of the toy, e.g., resilient flooring or an electrical outlet? _____

What storage space is needed for the toy? _____

Would you purchase the toy? _____

Are there any restrictions you would place on the toy's suitability? _____

CHILDREN LEARN WHAT THEY LIVE

- If a child lives with criticism, He learns to condemn.
- If a child lives with hostility, He learns to fight.
- If a child lives with ridicule, He learns to be shy.
- If a child lives with shame, He learns to feel guilty.
- If a child lives with tolerance, He learns to be patient.
- If a child lives with encouragement, He learns confidence.
- If a child lives with praise, He learns to appreciate.
- If a child lives with fairness, He learns justice.
- If a child lives with approval, He learns to like himself.
- If a child lives with acceptance and friendship, He learns to find love in the world.

Dorothy Law Nolte

VOCABULARY TERMS

- | | |
|-----------------------------|---------------------------|
| 1. Amniocentesis | 23. Spina Bifida |
| 2. Amniotic Fluid | 24. Genetic Counseling |
| 3. Birth Defects | 25. Ultrasound |
| 4. Chorionic Villi Sampling | 26. Environmental Hazards |
| 5. Down's Syndrome | |
| 6. Cystic Fibrosis | |
| 7. Muscular Dystrophy | |
| 8. Fetus | |
| 9. Genes | |
| 10. Prenatal | |
| 11. Premature | |
| 12. RH Factor (Disease) | |
| 13. Hereditary Defects | |
| 14. Environmental Defects | |
| 15. Cerebral Palsy | |
| 16. Cleft Lip and/or Palate | |
| 17. Diabetes Mellitus | |
| 18. Hemophilia | |
| 19. PKU (Phenylketonuria) | |
| 20. Tay-Sach's Disease | |
| 21. Autism | |
| 22. Epilepsy | |

REVERSE BINGO

Students will use terms provided in learning activities to create bingo cards. The instructor or game leader will call out the description of each term. As the term is recognized, the student will cover his or her card with covers provided.

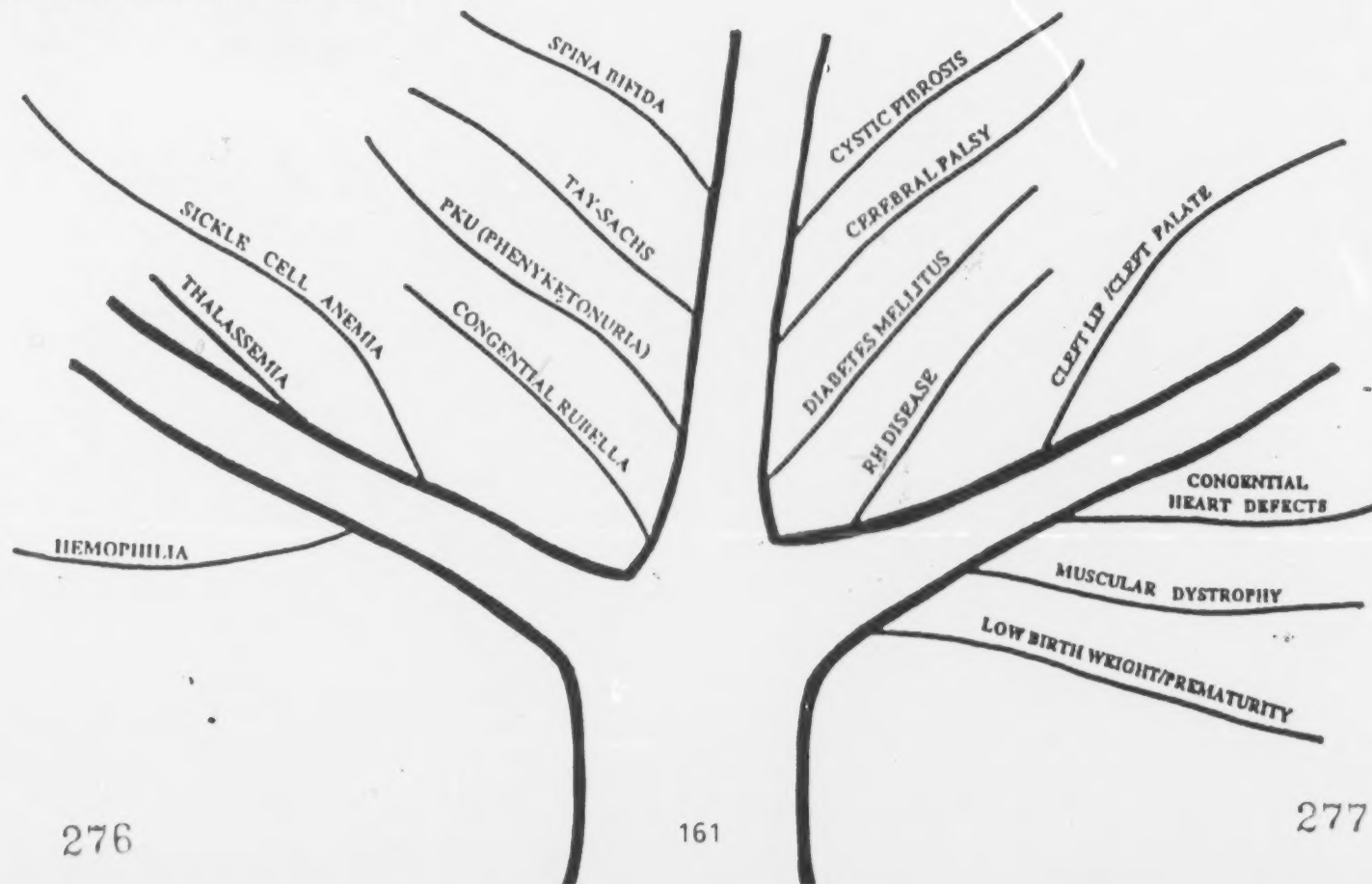
CLUE	CARD TERM
Motor system disorders: stiffness, jerkiness, lack of coordination, difficulty in speech, and paralysis.	Cerebral Palsy
Disorder of nervous system which disrupts the rhythm of electrical impulses from the brain, resulting in seizures.	Epilepsy
Condition in which the individual withdraws from reality.	Autism
Form of mental retardation resulting from a genetic defect occurring during conception. Facial traits most often noticed are extra eyelid folds, broad nose, and flat features of the face.	Down's Syndrome
Inability of body to metabolize a specific protein.	PKU (Phenylketonuria)
Progressive weakness and shrinking of the muscles beginning between ages two and six.	MS (Muscular Dystrophy)
Blood disease affecting clotting ability. In some cases minor wounds can cause serious bleeding.	Hemophilia

REVERSE BINGO

CLUE	CARD TERM
Functional defect involving respiratory and digestive systems.	Cystic Fibrosis
Disorder affecting the body's ability to metabolize carbohydrates.	Diabetes Mellitus
Gaping upper lip and/or palate. Problems may involve eating, swallowing, and speech.	Cleft Lip/Cleft Palate
Incomplete spinal cord formation before birth. Excess of fluid surrounding the brain.	Spina Bifida and/or Hydrocephalus
Special test of amniotic fluid surrounding the fetus.	Amniocentesis
Special counseling regarding hereditary predictions. Statistical odds of parents is foundation.	Genetic Counseling
Video image of unborn. Defects and sex may be revealed.	Ultrasound
Test of membrane surrounding the fetus.	Chorionic Villi Sampling
Defect caused by factors that are not genetic.	Environmental
Malformed red blood cells that interfere with the supply of oxygen to all parts of the body.	Sickle Cell Anemia
Body's inability to metabolize fats.	Tay-Sach's Disease

BIRTH DEFECTS TREE

COMPLETE THE TREE BELOW BY IDENTIFYING THE BRANCHES. DRAW EXTENDING BRANCHES AND LIST THE CAUSE OR CAUSES OF THE BIRTH DEFECTS.



OBSERVATION OF SPECIAL CLASSES

DIRECTIONS: Observe a "special class" and respond to the following questions:

1. Does the activity level seem to be below or above the group's ability?
2. Do the students seem enthusiastic?
3. Do the students seem to cooperate with the teacher?
4. Are the activities flexible?
5. Is teacher verbalization belittling, angry, harsh, etc.?
6. Do students seem to be happy?

INTERVIEW QUESTIONS FOR HANDICAPPED PERSONS

DIRECTIONS: During your interview of a handicapped person, please ask the following questions and write his/her responses in the spaces provided:

1. What is your present age? _____
2. How old were you when you became handicapped? _____
3. Do you like to be referred to as a handicapped person? _____

4. Do you feel that you are limited because of your handicap? _____

5. Who or what has helped you most to learn to cope with your handicap? _____

6. Do you know the causes and/or the name of your handicap? _____

COMMUNITY RESOURCES FOR SPECIAL CHILDREN
(Gifted or Handicapped)

DIRECTIONS: Call or visit an agency that serves the gifted or handicapped and request answers to each of the following:

1. Name: _____
2. Address: _____

3. Telephone: _____
4. Type of funding (government, private, etc.): _____

5. Type of children served: _____
6. Services provided: _____

7. Accessibility to your community (transportation, etc.): _____

8. Requirements for admission: _____

9. Cost of services: _____

COMMUNITY RESOURCE SPINNER GAME

DIVIDE THE CLASS INTO 5 OR 6 GROUPS. HAVE EACH GROUP CREATE A PIE WEDGE. ON THE WEDGE, EACH GROUP SHOULD PLACE THE NAME OF THE COMMUNITY RESOURCE THEY REPRESENT. GROUP MEMBERS SHOULD BE AWARE OF SERVICES PROVIDED BY THE COMMUNITY RESOURCE.

THE CLASS SHOULD PUT WEDGES TOGETHER TO MAKE A CIRCLE.



THE PERSON IN THE CENTER WILL REPRESENT A "GIFTED" INDIVIDUAL. AS HE OR SHE SPINS AND POINTS TO A RESOURCE, THE GROUP IT REPRESENTS SHOULD RESPOND. THE GROUP (RESOURCE) THAT STOPS RESPONDING IS "OUT." THIS WILL CONTINUE UNTIL ONLY ONE GROUP IS DECLARED THE WINNER.

THIS GAME MAY BE ADAPTED FOR HANDICAPPING CONDITIONS.

EVALUATION CHECKLIST: TOYS/EQUIPMENT/MATERIALS

DIRECTIONS: Evaluate examples of toys/equipment/materials on exhibit in the classroom that are suitable for indoor and/or outdoor play. Write the name of the example in the first column. Place a plus (+) in the appropriate column to indicate the type of muscle development fostered by each example.

EXAMPLES	MUSCLE DEVELOPMENT	
	LARGE MUSCLE	SMALL MUSCLE

RECIPES FOR ART SUPPLIES

Cornstarch Fingerpaint

Mix $\frac{1}{2}$ cup cornstarch with 4 cups of boiling water. Stir thoroughly. Add food coloring and stir until it thickens.

Flour Clay

Mix 1 cup of flour, 1 cup salt and enough water to make a stiff dough. Store in a plastic bag or covered jar in the refrigerator. Clay keeps indefinitely if stored properly.

Starch and Soaplike Fingerpaint

Make a paste of $\frac{1}{4}$ cup starch and cold water. Add $\frac{1}{4}$ cup boiling water and cook until thick and glossy. Store in $\frac{1}{2}$ cup soapflakes and set aside to cool. Add food coloring and stir.

Flour Paste

Combine $\frac{1}{4}$ cup flour and $\frac{3}{4}$ cup water. Stir until smooth. Store in a covered jar in the refrigerator.

CREATIVE ACTIVITIES

Colored Chalk Art

Dip colored chalk into water and then draw designs on sheets of construction paper.

Medicine Dropper Painting

Fill medicine droppers with tempera paint. Squirt paint onto paper. Fold the paper over the paint to form designs.

Sand Art

Fill salt shakers with sand of various colors. (One color per shaker.) Apply paste to construction paper and then sprinkle the paste with colored sand.

Snip and Paste Art

Cut different designs from construction paper on scraps of fabric. Create interesting arrangements and paste onto cardboard box tops.

Straw Painting

Dip straws into paint and blow the paint onto paper to create unusual designs.

Batik Art

Use crayon to draw designs on construction paper. Paint over the designs with a mixture of thin tempera paint.

String Painting

Dip string or yarn in tempera paint. Pull the string in different directions across construction paper.

Sniff Corner

Fill small plastic pill bottles with cologne, vinegar, vanilla extract, and other products that will not harm the child who sniffs it. Take turns sniffing and identifying the contents of each bottle.

DISCIPLINE SITUATIONS

DIRECTIONS: Make copies of the statements below and place in a hat or bag. Ask students to draw a statement from the hat/bag, read it aloud, and suggest alternatives from which the child may choose.

1. Jimmy knocked over a lamp and broke it.
2. Rose pulled canned goods off the shelf in the grocery store.
3. Donnie refused to go to bed with the lights out and threw a temper tantrum.
4. Judy continued to hit the end table with a block after being told to stop.
5. Rebecca threw sand at the other children in the sandbox.
6. Johnny snatched toys away from the other children.
7. Gladys bit Steven when he would not give her the crayon he was using.
8. Danny would not take turns. He pushed to the front of the line every time.
9. Jamie refused to eat any lunch.
10. Carmen painted on the wall with her water colors.

EARLY CHILDHOOD DISCIPLINE RECORD

DIRECTIONS: Share your early discipline experiences by recording information in the boxes below.

				Type of Guidance	
Age	Problem	Action Taken	Disciplinarian	Discipline	Punishment
Example: 5	Knocked over the lamp; ran in the house.	Spanked	Mother		+

DEAR EXPERT ADVICE COLUMN

DIRECTIONS: For each situation given, suggest alternatives for discipline.

Dear Expert:

My six-year-old, Gail, and I were in the grocery store shopping when we came to the aisle where her favorite cookies were located. She told me she wanted them and I placed a box in the shopping cart. Gail began to open the package of cookies. When I told her to wait until when was at home, Gail became upset, throwing the cookies on the floor. I slapped her hand immediately. She cried and I felt bad. What else could I have done? I await your answer.

Sad Mom

Dear Expert:

My three-year-old son, Bobby, and his friend Pete, also three, were playing with Bobby's Tonka toy truck when Bobby hit Pete. He insisted that Pete not be allowed to play with the toy. As Pete cried I sent Bobby to his room without any lunch.

Was I correct in punishing him this way? What other choice did I have? Please help.

Mixed-Up Dad

DISCIPLINE FOR INAPPROPRIATE BEHAVIOR

DIRECTIONS: Review the behaviors below and suggest appropriate methods of discipline.

Behavior	Methods of Discipline
1. Four-year-old colors on the wall.	
2. Lisa's mother sent her to the store to buy some tissues. Lisa buys ice cream instead and tells her mother she lost the money.	
3. Ivan wears his father's watch without permission and breaks it. He accuses his younger sister of breaking the watch.	
4. Jesse used his mother's best cape to play Superman. The cape was torn and had several soiled spots when he put it back in the closet.	

ENCOURAGING DESIRABLE BEHAVIOR

DIRECTIONS: Place a (+) before each item that encourages desirable behavior in young children.

- _____ 1. Ignore the child who seeks attention by misbehaving.
- _____ 2. Express anger whenever the child misbehaves.
- _____ 3. Set specific limits for the child.
- _____ 4. Shame the child so that he/she will not repeat the behavior.
- _____ 5. Express kindness and understanding toward the child.
- _____ 6. Send the child to bed each time an established rule of behavior is broken.
- _____ 7. Assist the child in learning new skills, etc.
- _____ 8. Encourage children to express their feelings.
- _____ 9. Send the child away if you are engaged in another activity.
- _____ 10. Assist the child in learning to respect the belongings of others.

NAME THE CAUSE GAME

A tape recording of characteristics or symptoms of handicapping conditions is played. Each group gets a chance to ring a bell and give the cause of the handicap. The group that answers first wins a point. The group that guesses the most causes is the winner of the game.

Clues from the reverse bingo in CD-I may be used or clues developed by the teacher and students may be substituted.

OBSERVATION OF CARE FACILITY FOR THE HANDICAPPED

DIRECTIONS: Observe a care facility for the handicapped and respond to each of the following questions.

1. What is the age span of the clients (patients)?
2. What is the ratio of men to women?
3. Do they appear to socialize?
4. What is the ratio of caregivers to clients (patients)?
5. Would you select this facility for one of your relatives?

OBSERVATION OF CARE FACILITY FOR PERSONS WITH HANDICAPPING CONDITIONS

DIRECTIONS: Rate each on a scale of 1-10 (1 = poor, 10 = excellent).

I. Physical Plant

- A. Appearance _____
- B. Lighting _____
- C. Ventilation _____
- D. Accessibility _____
- E. Unobstructed floor space _____
- F. Fire Extinguishers _____
- G. Exits _____

II. Activity Area

- A. Comfort level of tables or chairs _____
- B. Crowded space _____
- C. Inviting materials _____
- D. Space for variety of activities _____
- E. Storage space _____

III. Program

- A. Enhances self-esteem _____
- B. Has considerate care givers _____
- C. Encourages independence _____
- D. Considers abilities of individuals _____

IV. What limitations (if any) did you notice?

V. In what ways do you feel this facility was the same as other care facilities?

TRAINING PROGRAMS/AGENCIES/ORGANIZATIONS
FOR THE HANDICAPPED

DIRECTIONS Complete the following information related to help that is provided for the handicapped.

PROGRAM/AGENCY/ORGANIZATION	SERVICES PROVIDED

EVALUATING CHILD CARE CENTERS

DIRECTIONS: Visit a child care center and record information related to each of the categories listed below.

1. Name of Center: _____
2. Address: _____

3. Phone Number: _____
4. Hours: _____

Facilities and Equipment:

1. Available Space (Indoor and Outdoor).
2. Variety of appropriate toys.
3. Availability of art and music activities and supplies.
4. Child-to-staff ratio.
5. Attitude of the staff toward the children.
6. Observance of health and safety rules.

IDENTIFIED NEEDS OF SINGLE PARENTS

- CONVENIENT AND AFFORDABLE CHILD CARE SERVICES
- LOW COST TRANSPORTATION FOR CHILDREN TO CHILD CARE CENTERS
- PART-TIME WORK TO SUPPLEMENT FAMILY INCOME
- FLEXIBLE WORK HOURS TO ACCOMMODATE FAMILY NEEDS
- INCREASED FINANCIAL ASSISTANCE WHEN NEEDED
- FEMALE MENTORS FOR FATHERS REARING DAUGHTERS
- ASSISTANCE WITH SERIOUS DISCIPLINE PROBLEMS
- COUNSELING SERVICES FOR ALL FAMILY MEMBERS
- SERVICES OF "REGISTERED HOMEMAKERS" ON AN AS NEEDED BASIS
- INCREASED ACCEPTANCE OF SINGLE FATHERS IN PUBLIC HOUSING UNITS

PROVIDING FOR NEEDS OF SINGLE PARENT FAMILIES

DIRECTIONS: Visit agencies and organizations or use available brochures and other printed materials to gather information regarding services or support provided for single parent families.

Agency or Organization	Type(s) of Service/Support Available	Location

PRESENTATION SUMMARY GUIDE

Name: _____ Date: _____

Topic: _____

Presented by: _____

Agency Represented: _____

Agency Address: _____

Type of Presentation: _____

The main points were: _____

Things I want to remember: _____

Questions I have: _____

I can get more information about this topic from: _____

ADOPTION: A PERSONAL VIEW

DIRECTIONS: Interview an adopted person and record his/her responses to the following questions:

1. When and how did you learn that you were adopted?

2. What are some memorable experiences associated with adoption?
 - A. Positive

 - B. Negative

3. How do you feel about seeking the true identity of your biological parents?

4. Based on your experiences, would you adopt a child?
Give reasons for your answer.

HOW CHILDREN EXPLAIN ADOPTION

DIRECTIONS: Discuss the following reasons for adoptions as perceived by young children.

1. "My mother had too many girls already."
2. "I bet my parents were kidnaped and could not come back for me."
3. "My mother and father like to travel and could not take me along."
4. "I don't think they had a house big enough to keep children."
5. "My mother didn't feel that I was pretty enough to keep."

SIGNS OF ABUSE AND NEGLECT

- FREQUENT ABSENCES OR TARDINESS AT SCHOOL
- EXTREME SHYNESS
- EXCESSIVE SELF CONTROL
- EXTREME FATIGUE
- UNWARRANTED FEAR OR PANIC
- INHIBITED RESPONSE TO PAIN OR PLEASURE
- OFTEN DIRTY AND INAPPROPRIATELY DRESSED
- AVOIDS PHYSICAL CONTACT
- ABNORMAL EATING HABITS (REFUSES TO EAT OR CANNOT GET ENOUGH FOOD)
- BRUISES, WELTS, AND BLISTERS ON THE BODY

IDENTIFYING TYPES OF CHILD ABUSE

DIRECTIONS: Read the phrases below and identify the type of child abuse or neglect described by placing a (+) in the appropriate column.

Signs of Abuse or Neglect	Type of Abuse or Neglect	
	Physical	Emotional
1. Living in unsanitary conditions.		
2. Bruises in various stages of healing.		
3. Extremely aggressive child.		
4. Child smells of urine or feces.		
5. Child begs for or steals food.		
6. Lack of energy.		
7. Tying the child to a bedpost.		
8. Very nervous child.		
9. Locking the child inside a dark closet.		
10. Severe diaper rash or other serious skin disorder.		
11. Lack of curiosity.		
12. Child cries frequently.		
13. Cigarette burns on the body.		
14. Infant left in the care of a six-year old.		
15. Child seldom smiles.		

CHILD ABUSE CASE STUDIES

DIRECTIONS: Read the case studies below and describe the actions you would suggest to correct the situations.

1. Doris, Jennifer, and Phillip are preschoolers. They are often left alone in the evening while their parents go out to a movie or to visit friends.
2. Mrs. Sullivan does not work but does a poor job of supervising her five-year-old son. She watches television all day and seldom takes time to prepare hot meals for the child or give him a bath and change his soiled clothing.
3. Millicent and her twin, Michelle, are in the third grade. They are often absent from school and spend that time roaming the streets. It has been reported that they take toys from yards in the neighborhood and sell them to other children.
4. Ralph is a withdrawn five-year-old who seldom plays with other children. He has blisters on his fingers and arms. He told his teacher that he accidentally burned himself on his mother's cigarette.

CHILD CARE CAREERS

Write the titles of eight child care careers in the balloons.



ANALYSIS OF PERSONAL CHILD CARE SKILLS

DIRECTIONS: Read the traits below. Place a (+) in the blank space preceding each trait that describes your personal child care skills.

- _____ 1. Acceptance of individuality
- _____ 2. Good organizational skills
- _____ 3. Creative
- _____ 4. Emotionally stable
- _____ 5. Sense of humor
- _____ 6. Enjoys working with children
- _____ 7. Listens to children
- _____ 8. Supportive attitude
- _____ 9. Good communication skills
- _____ 10. Sensitive to the need of others
- _____ 11. Can guide activities of young children
- _____ 12. Energetic and enthusiastic

MY CAREER DIARY

DIRECTIONS: Keep a career diary for one week or longer and evaluate the directions your career plans are taking.

NAME: _____

WEEK OF _____

SUN.

Date _____

MON.

Date _____

TUES.

Date _____

WED.

Date _____

THUR.

Date _____

FRI.

Date _____

SAT.

Date _____

EXPLORING CAREERS IN CHILD CARE SERVICES

DIRECTIONS: Select a job in the area of Child Care Services and use available resources to gather the following information:

Job Title: _____

Job Qualifications:

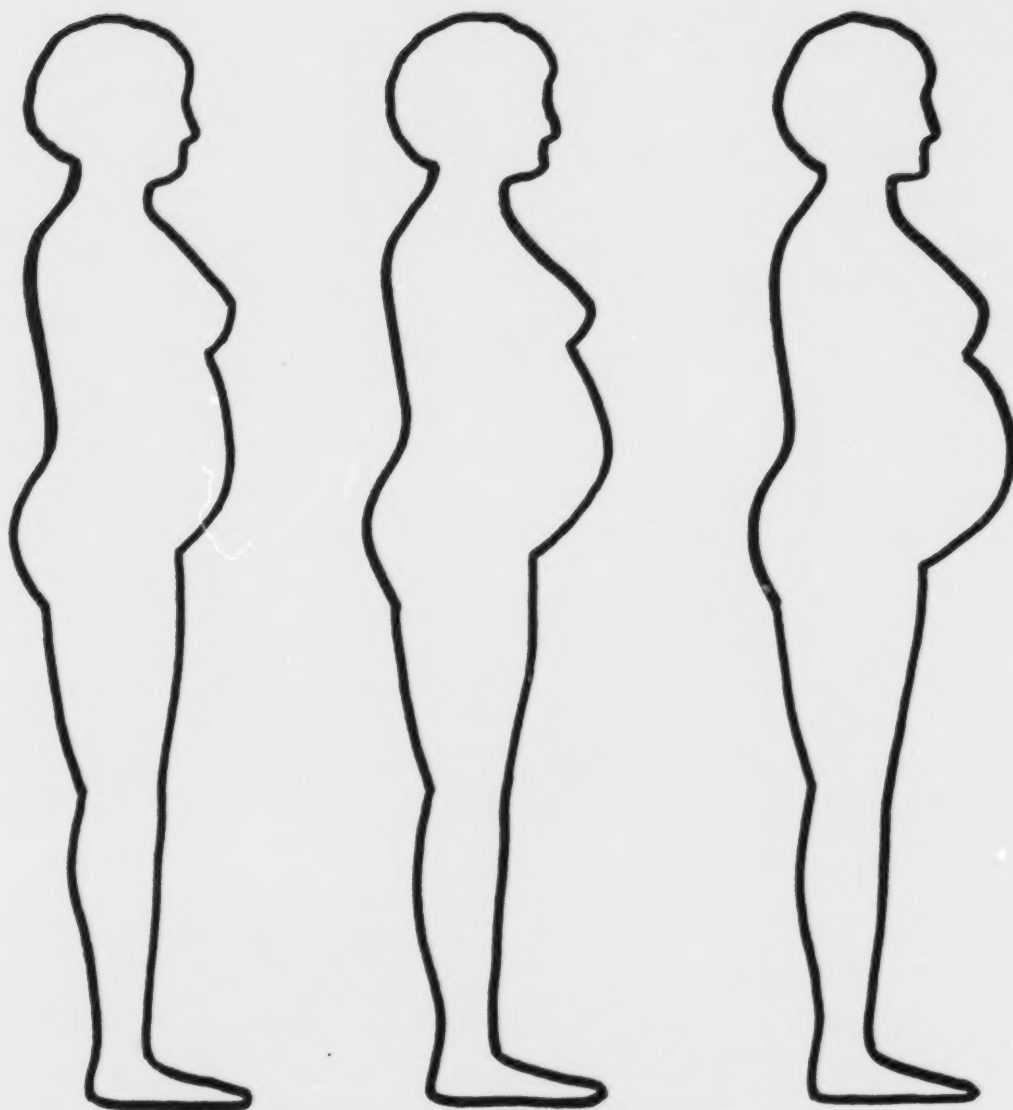
Specific Functions and Duties:

Salary Range:

315

APPENDIX C
TRANSPARENCIES

**GUIDELINES TO FOLLOW IN SELECTING
APPROPRIATE ACTIVITIES DURING
PREGNANCY**



TRANSPARENCY 1A

RELAXATION



TRANSPARENCY 1B

317

IF IN DOUBT, ASK THE DOCTOR.



TRANSPARENCY 1C

MODERATE EXERCISE



TRANSPARENCY 1D

MODERATE EXERCISE



GARDENING

TRANSPARENCY 1E

320

POSTURE



TRANSPARENCY 1F

NO TIME TO LEARN A NEW SPORT

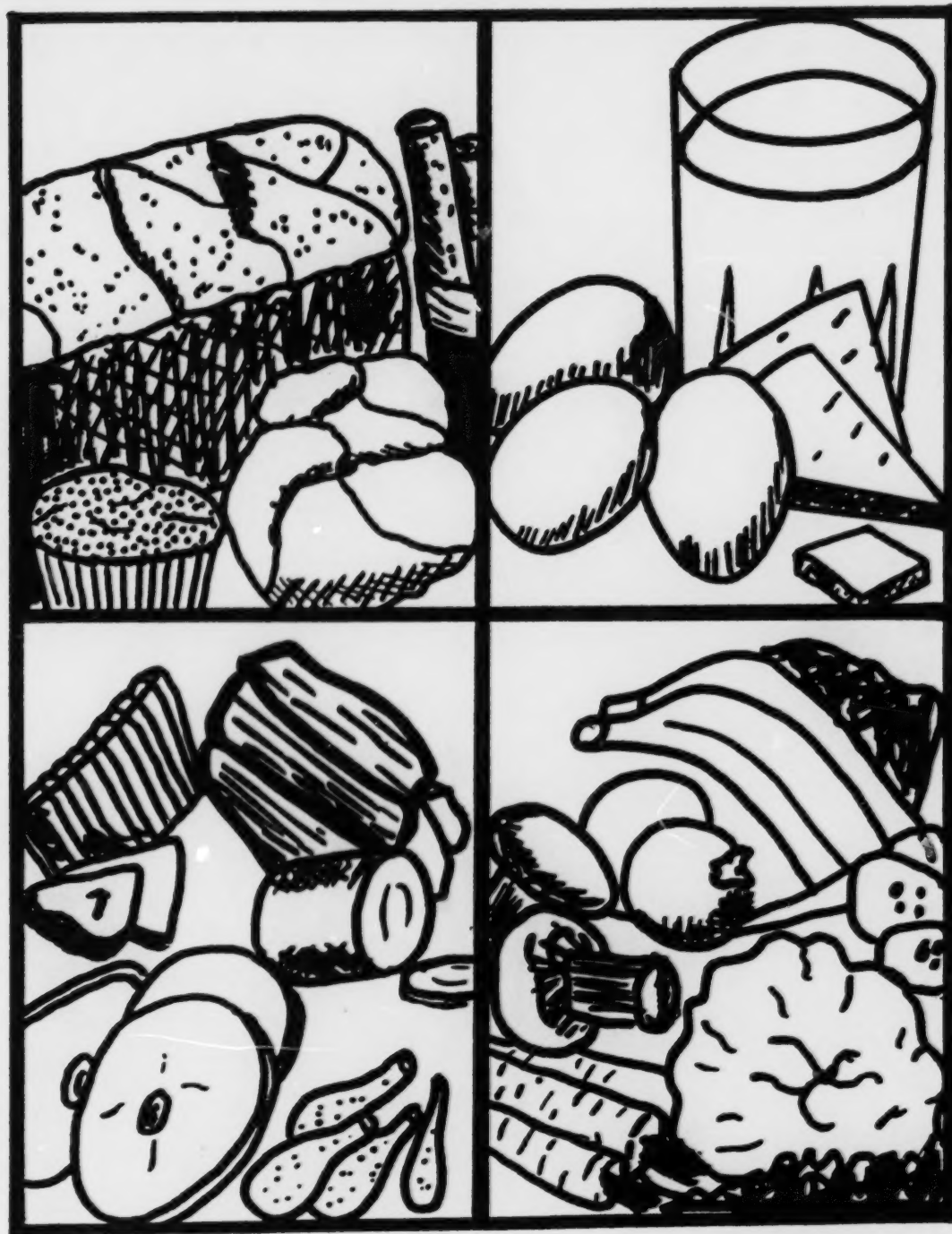


TRANSPARENCY 1G

322

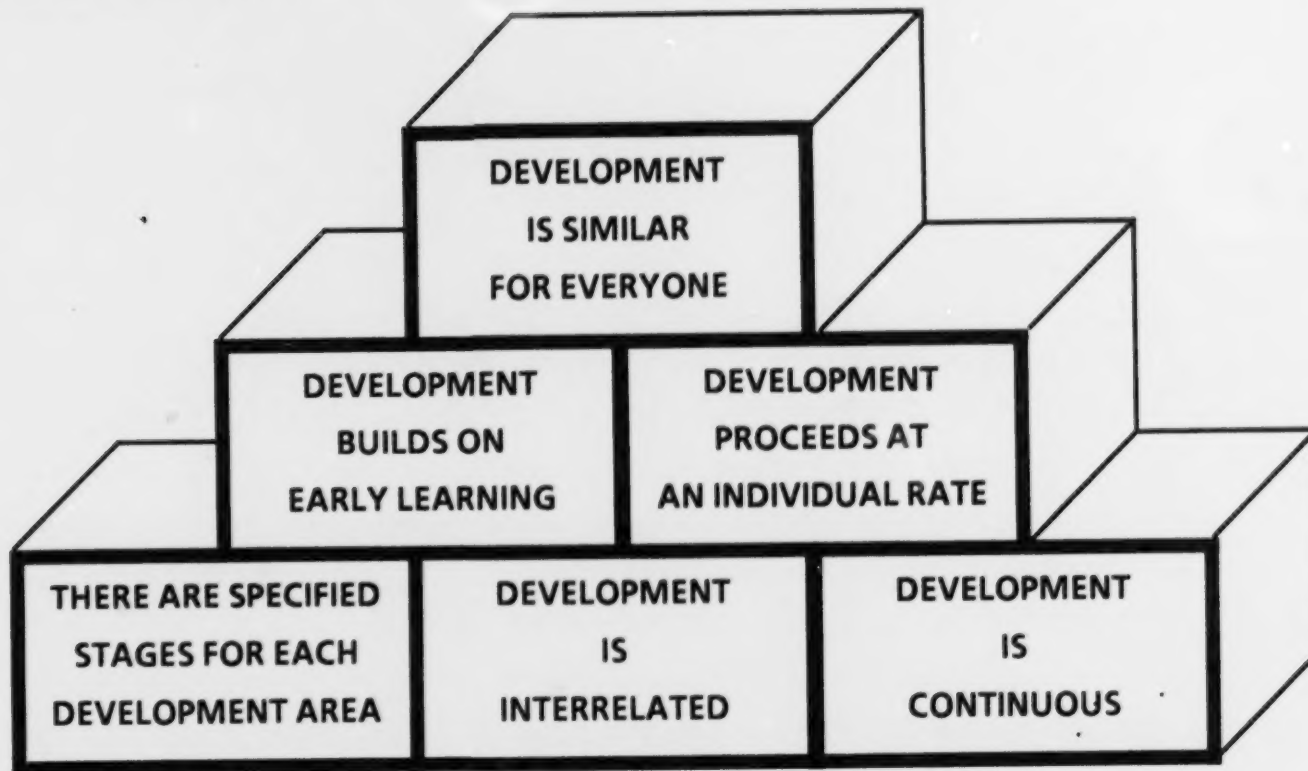
199

NUTRITION



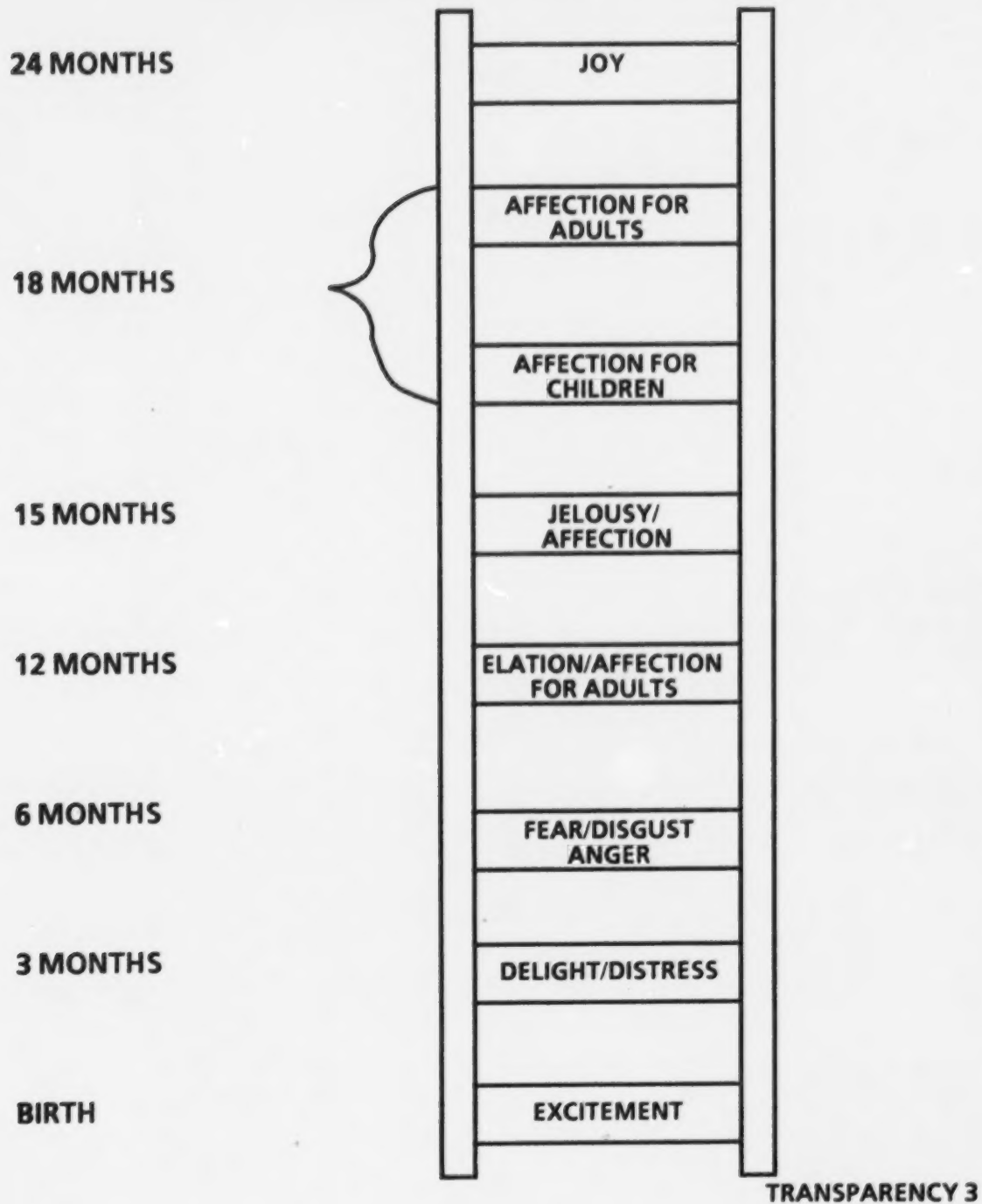
TRANSPARENCY 1H

CHARACTERISTICS OF DEVELOPMENT

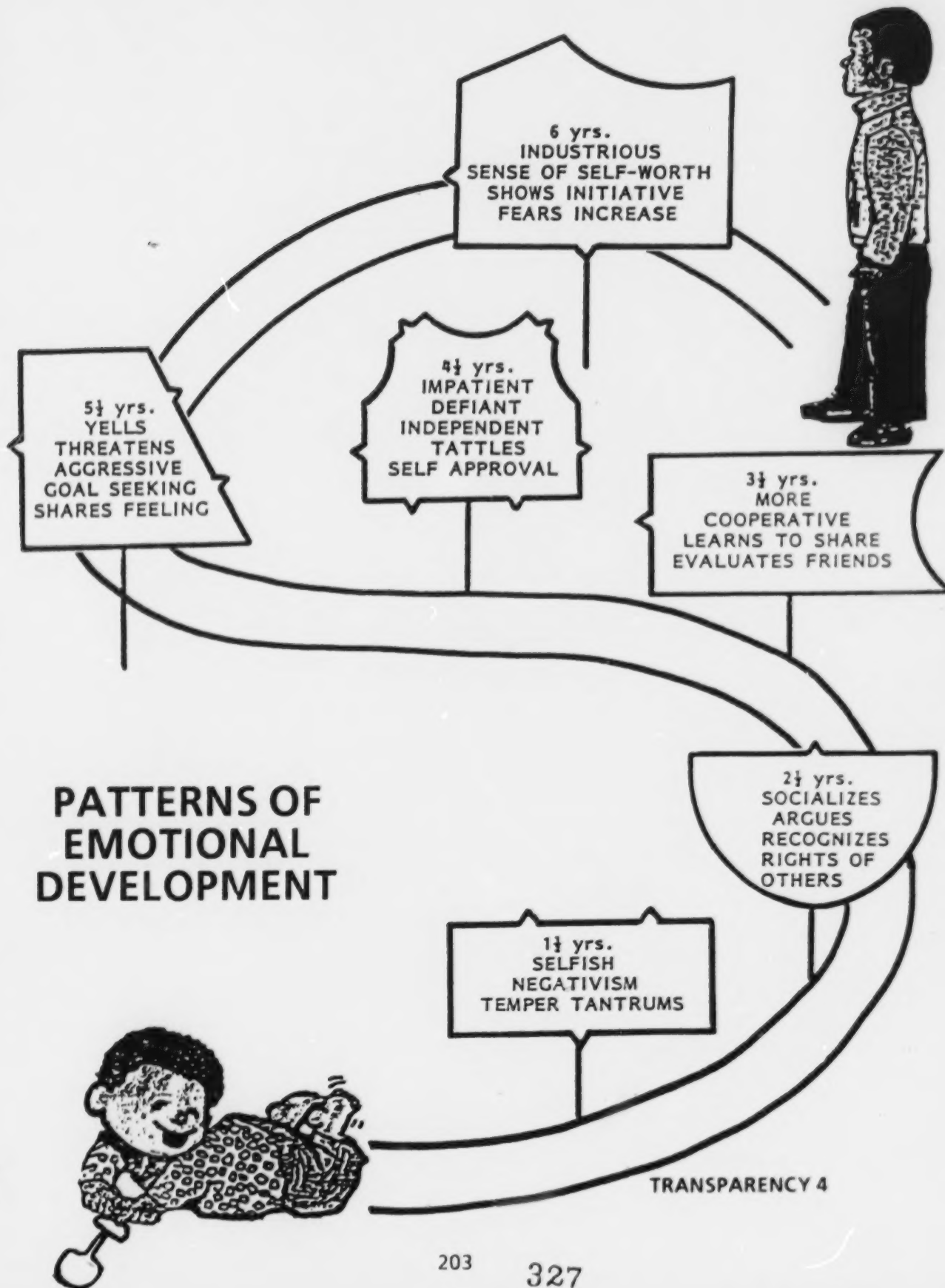


TRANSPARENCY 2

STAGES OF EMOTIONAL DEVELOPMENT

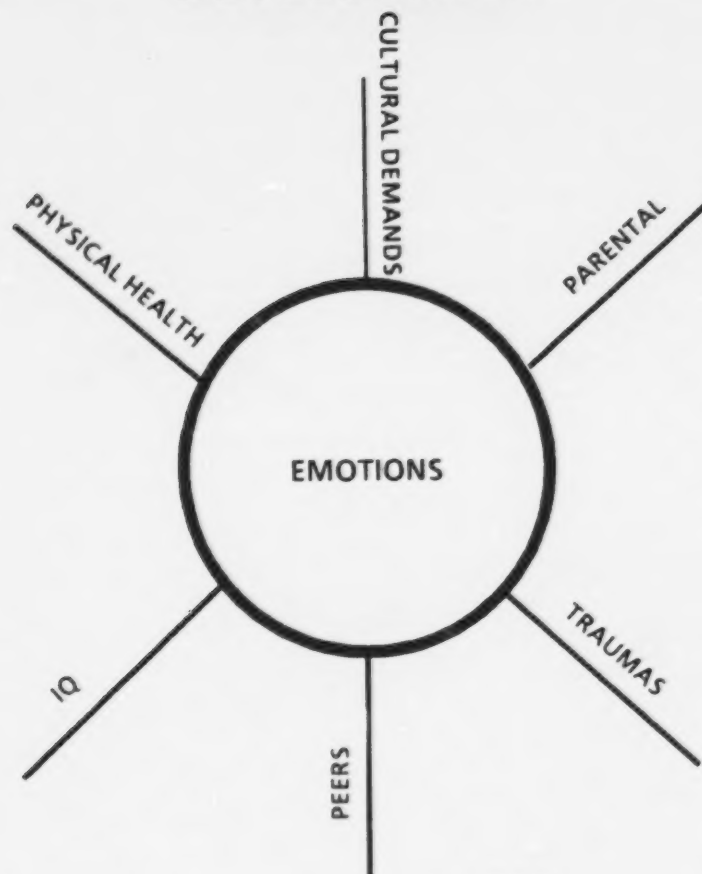


PATTERNS OF EMOTIONAL DEVELOPMENT



TRANSPARENCY 4

INFLUENCES ON EMOTIONAL DEVELOPMENT



328

TRANSPARENCY 5

POSITIVE EMOTIONS



TRANSPARENCY 6A

NEGATIVE EMOTIONS

JEALOUSY

SUSPICION

DISGUST

FEAR

DOUBT

HATE

ANXIETY

SHAME



330

TRANSPARENCY 6B

POSITIVE DISCIPLINE

POSITIVE DISCIPLINE ENCOURAGES GOOD BEHAVIOR

- EXPLAIN WHAT IS EXPECTED
- PRAISE GOOD BEHAVIOR
- SET AND ENFORCE LIMITS
- SUBSTITUTE APPROPRIATE
ACTIVITIES FOR INAPPROPRIATE ONES
- WATCH YOUR TONE OF VOICE
- TALK WITH THE CHILD AND NOT AT
THE CHILD

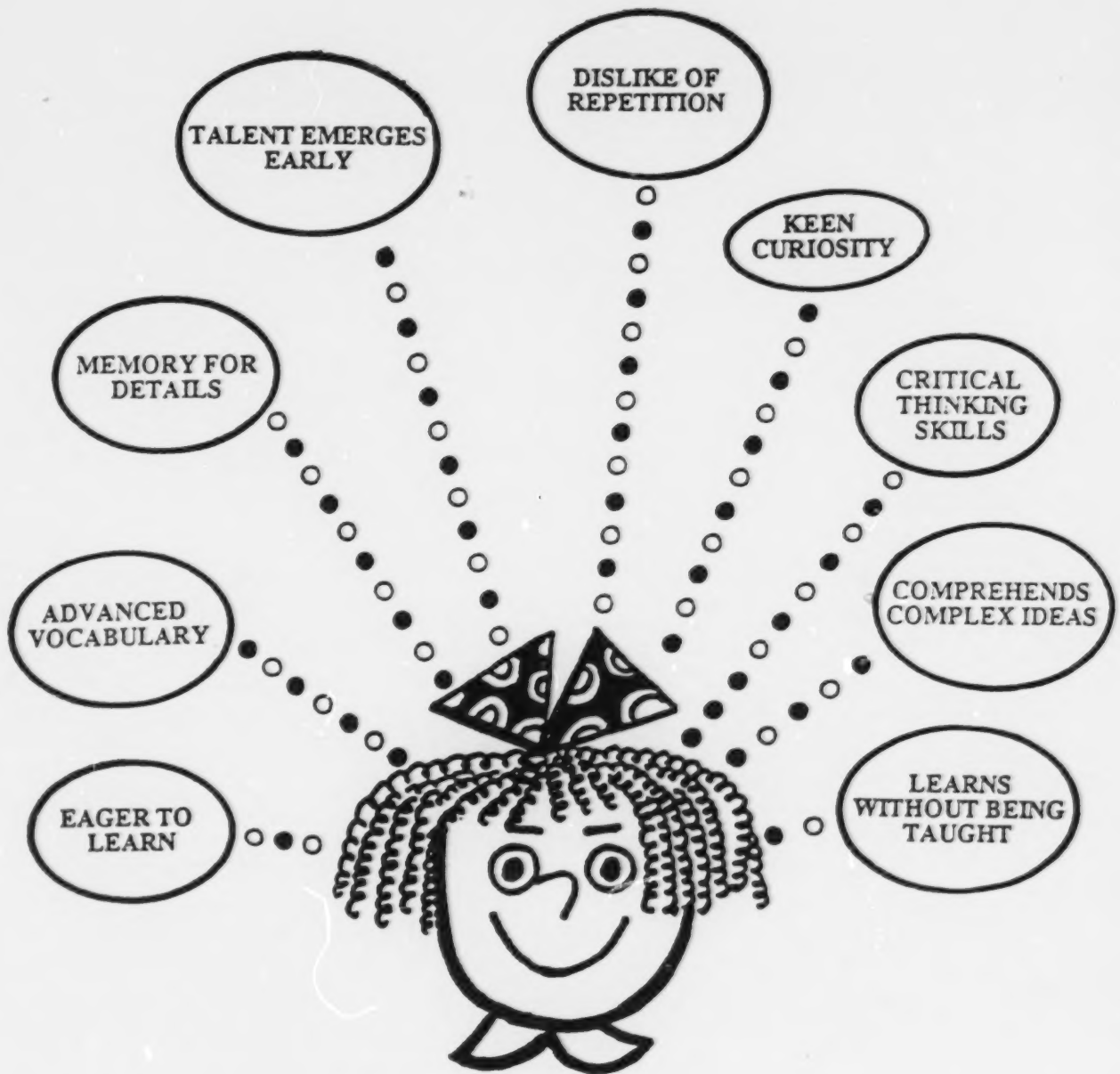
TRANSPARENCY 7

THE MESSAGES WE SEND

"YOU" MESSAGES	"I" MESSAGES
... You Are Rude	... I Feel Upset
... You Make Me Mad	... I Feel Angry
... You Must Be Crazy	... I Don't Understand
... You Are Late	... I Was Worried About You
... You Can't Have That	... I Want To Use That Book
... You Know That Will Not Hurt	... I'll Hold Your Hand When The Nurse Comes
... You're Not Afraid Of Thunder	... I Know It Sounds Scary. Come Sit On My Lap.

TRANSPARENCY 8

TRAITS OF THE GIFTED AND TALENTED



TRANSPARENCY 9

PROPER GUIDANCE <-----YIELDS-----> SELF DISCIPLINE

- ENCOURAGE GOOD BEHAVIOR.
- SET AND ENFORCE LIMITS.
- MODEL THE DESIRED BEHAVIOR.
- PROVIDE OPPORTUNITIES TO MAKE CHOICES.
- ASSIST THE CHILD IN HANDLING CONFLICTS.
- TALK WITH THE CHILD AT EYE LEVEL.
- USE VOCABULARY THAT THE CHILD UNDERSTANDS.

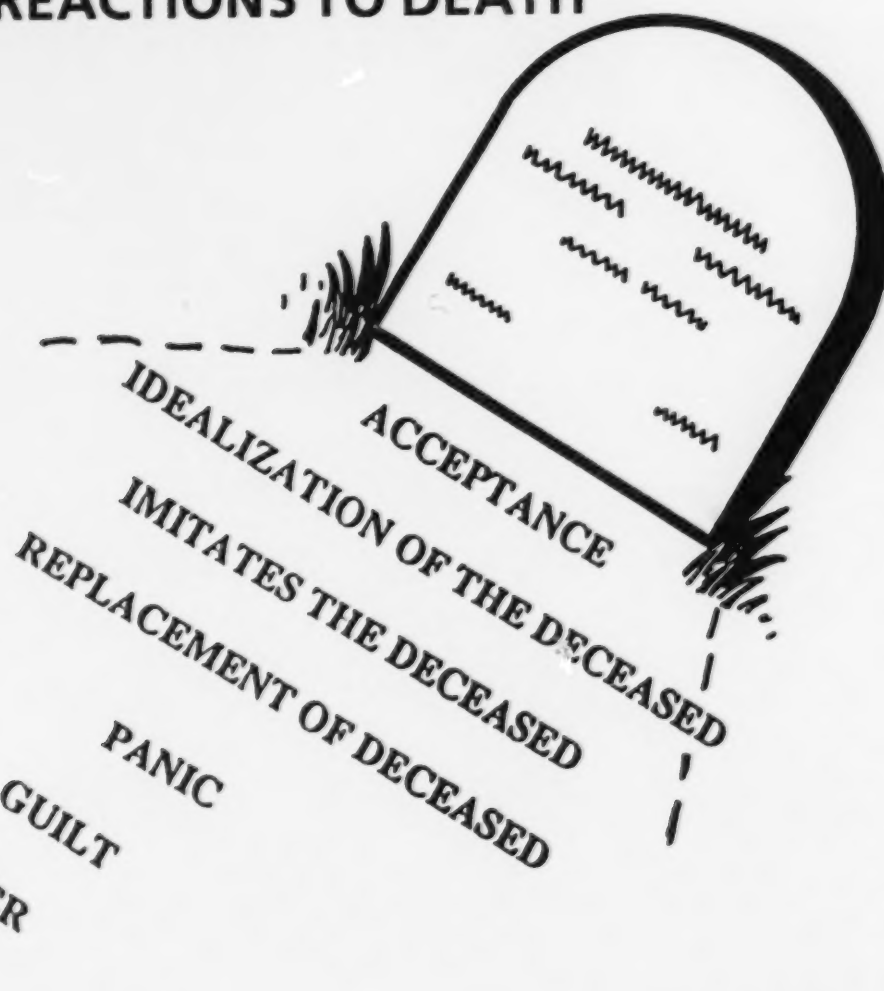
TRANSPARENCY 10

HELPING CHILDREN ADJUST TO DIVORCE

- PROVIDE LOTS OF LOVE AND UNDERSTANDING.
- ENCOURAGE THE CHILD TO ASK QUESTIONS ABOUT THE DIVORCE.
- EXPLAIN THE DIVORCE IN AN HONEST AND REASSURING MANNER.
- HELP THE CHILD TO UNDERSTAND THAT HE/SHE IS NOT TO ACCEPT THE BLAME FOR THE DIVORCE.
- TALK OPENLY WITH THE CHILD ABOUT WHAT TO EXPECT.
- THE CHILDREN'S LIVES SHOULD BE KEPT AS MUCH THE SAME AS POSSIBLE.

TRANSPARENCY 11

CHILDREN'S REACTIONS TO DEATH



ACCEPTANCE

IDEALIZATION OF THE DECEASED

IMITATES THE DECEASED

REPLACEMENT OF DECEASED

PANIC

GUILT

ANGER

DENIAL

HELPING CHILDREN DEAL WITH DEATH

- PROVIDE HONEST AND PROMPT ANSWERS TO QUESTIONS ABOUT THE DECEASED.
- ALLOW THE CHILD TO PARTICIPATE IN THE FUNERAL AND/OR MEMORIAL SERVICES.
- HELP THE CHILD DEAL WITH PERSONAL FEELINGS OF ANGER, DEPRESSION, GRIEF, ABANDONMENT, ETC.
- ANTICIPATE BEHAVIORAL CHANGES AND PROVIDE THE NECESSARY SUPPORT AS THE CHILD ATTEMPTS TO ADJUST.
- PROVIDE AN EXPLANATION THAT FITS THE CHILD'S AGE AND LEVEL OF UNDERSTANDING.
- ASSURE THE CHILD THAT HE/SHE IS NOT RESPONSIBLE FOR THE DEATH.

TRANSPARENCY 13

PROFILE OF A CHILD ABUSER

VICTIM OF ABUSE OR NEGLECT

EXPERIENCING STRESS

EMOTIONALLY IMMATURE

SELDOM INTERACTS WITH CHILDREN

BELIEVES IN CORPORAL PUNISHMENT

LOW SELF ESTEEM

A LONER

MAKES UNREALISTIC DEMANDS ON CHILDREN

TRANSPARENCY 14

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341

344

JOB SEEKING ???



Stay... a Jump Ahead

- DEFINE YOUR CAREER GOALS
- IDENTIFY PERSONAL STRENGTHS AND WEAKNESSES
- DEVELOP GOOD COMMUNICATION SKILLS
- PRACTICE POSITIVE GROOMING HABITS
- DEMONSTRATE CREATIVENESS
- BE A SELF STARTER
- CULTIVATE A POSITIVE ATTITUDE
- MAKE A COMMITMENT TO SUCCEED

TRANSPARENCY 15

APPENDIX D

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APPENDIX E

EDUCATIONAL MEDIA (PRINTED)

Adam Walsh Child Resource Center,
1876 North University Drive,
Suite 306, Fort Lauderdale, Florida 33322.

Pamphlet: SAFETY TIPS

American Dietetic Association
430 North Michigan Avenue, Chicago, Illinois.
Brochures

The Butterick Company,
161 Sixth Avenue, New York, New York 10013.
Activity Sheet: WHAT'S YOUR STYLE?

California State Department of Education, Bureau of Publications,
P. O. Box 92244-2720, Sacramento, California 94244-2720.
Leaflet: EARLY WARNING SIGNS THAT YOUR CHILD MAY NEED HELP

Consumer Reports Magazine, Consumers Union,
Box 53017, Boulder, Colorado 80321-3017.

Corporation for Public Broadcasting,
1111 Sixteenth Street Northwest, Washington, D. C. 20036.
Booklet: TV TIPS FOR PARENTS: USING TELEVISION TO HELP YOUR
CHILD LEARN

Council on Family Health,
420 Lexington Avenue, New York, New York 10017.
Booklet: THE CARE AND SAFETY OF YOUNG CHILDREN

Detroit Consumer Affairs Department
1600 Cadillac Tower, Detroit, Michigan.
Brochure: TOYS TO FIT THE CHILD

National Dairy Council, Rosemont, Illinois 60018-4233.
Leaflets/Pamphlets

EMC Corporation, St. Paul, Minnesota.
Pamphlet: MY MOM AND DAD ARE GETTING A DIVORCE .
by Florence Bienenfeld

Gerber Product Company, Freemont, Michigan 49412.
Chart: INFANT DEVELOPMENT: BIRTH TO 12 MONTHS

Johnson and Johnson Baby Products, Information Center,
Grandview Road, Skillman, New Jersey 08558.
Charts: BATHING A BABY
DIAPER CHANGING
FIRST AID

Kimberly Clark Corporation, The Life Cycle Center.
Booklet: YOUR FIRST PREGNANCY

March of Dimes, National Foundation,
1275 Mamaroneck Avenue, White Plains, New York 10605.

Information Sheets

Booklet: BIRTH DEFECTS: TRAGEDY AND HOPE
BABIES DON'T THRIVE IN SMOKE FILLED WOMBS
D-A-T-A: DRUGS, ALCOHOL, AND TOBACCO ABUSE
DURING PREGNANCY
WILL DRINKING HURT BY BABY?
Pamphlet: BE GOOD TO YOUR BABY BEFORE IT IS BORN
Leaflet: BIRTH DEFECTS INFORMATION SHEETS
Poster: FAMILY HEALTH TREE

Mead Johnson and Company, Nutritional Division,
Evansville, Indiana 47721.

Booklet: FEEDING BABY

Metropolitan Insurance Company,
Health and Safety Education Division,
One Madison Avenue, New York, New York 10010.

Leaflet: IMMUNIZATION: WHEN AND WHY

Nasco, 901 Jonesville Avenue,
Fort Atkinson, Wisconsin 53538.

Booklet: ACTIVITIES FOR CHILD CARE CLASSES

National Association for the Education of Young Children,
1834 Connecticut Avenue, Northwest,
Washington, D. C. 20009.

Brochures: HELPING CHILDREN LEARN SELF-CONTROL
FINDING THE BEST CARE FOR YOUR
INFANT OR TODDLER
SO MANY GOODBYES: WAYS TO EASE THE
TRANSITION BETWEEN HOMES AND GROUPS
FOR YOUNG CHILDREN
PLAY IS FUNDAMENTAL
HOW TO PLAN AND START A GOOD EARLY
CHILDHOOD PROGRAM
PLAY IN THE LIVES OF CHILDREN
Curriculum Packet: WE LOVE YOU: BUCKLE UP!

National Association of State Boards of Education.
Observation Guidelines for Day Care Centers, 1982.

National Center for Missing and Exploited Children,
1835 K Street, Suite 700, Washington, D. C. 20006.

Pamphlets: JUST IN CASE SERIES
... SEXUAL ABUSE
... FOR BABYSITTERS
YOUTH AT RISK

National Safety Council,
444 North Michigan Avenue, Chicago, Illinois 60611.

Brochure: A PARENT'S GUIDE TO KID STUFF

Parents Without Partners, 8807 Colesville Road, Silver Springs, Maryland 20910.
Pamphlet: PARENTS ARE FOREVER
Fact Sheet: FACTS ABOUT SINGLE PARENT FAMILIES

Ross Laboratories, Division of Abbot Laboratories, U.S.A., Columbus, Ohio 43216.
Booklets: BECOMING A PARENT: SOME COMMON CONCERNS FROM PREGNANCY TO PARENTHOOD
EXERCISE BEFORE AND AFTER CHILDBIRTH
THE PHENOMENA OF EARLY DEVELOPMENT
THOSE FIRST MARVELOUS YEARS
THE FIRST YEAR: CARING FOR YOUR BABY

South Carolina Department of Education, Office of Vocational Education,
1429 Senate Street, Columbia, South Carolina 29201.
Human Development Modules:

H. D. MODULE 4: POSTPARTUM CARE
H. D. MODULE 5: THE PARTS AND FUNCTIONS OF THE HUMAN REPRODUCTIVE SYSTEM
H. D. MODULE 27: SEPARATION AND DIVORCE
H. D. MODULE 29: ADJUSTING TO DEATH
H. D. MODULE 31: THE EXPECTANT FAMILY
H. D. MODULE 32: PREGNANCY
H. D. MODULE 35: CHILD CARE WORKER
H. D. MODULE 37: PROMOTING CHILDREN'S HEALTH AND WELL-BEING
H. D. MODULE 38: HUMAN DEVELOPMENT
H. D. MODULE 39: TOILET TRAINING
H. D. MODULE 42: GUIDING CHILDREN TOWARD SELF-DISCIPLINE
H. D. MODULE 43, PART 1: BATHING AND DRESSING AN INFANT
H. D. MODULE 43, PART 2: DRESSING AN INFANT
H. D. MODULE 44: MEDICAL CARE FOR INFANTS
H. D. MODULE 45: GETTING AN INFANT TO SLEEP
H. D. MODULE 46: FEEDING THE INFANT
H. D. MODULE 47: CHILDREN'S ROUTINES
H. D. MODULE 48: CHOOSING TOYS, PLAY EQUIPMENT, AND PLAY MATERIALS FOR PRESCHOOL CHILDREN
H. D. MODULE 50: PLAY AND THE PRESCHOOL CHILD
H. D. MODULE 51: PLAY AND THE SCHOOL-AGE CHILD
H. D. MODULE 53: ADMINISTERING FIRST AID FOR POISONING
H. D. MODULE 54: MEASURING THE BODY'S SIGNS
H. D. MODULE 60: TREATING THE SKIN FOR INSECT BITES AND STINGS, PARASITES, AND POISONOUS BITES

South Carolina Department of Health and Environmental Control,
2600 Bull Street, Columbia, South Carolina 29201.

Leaflets: A GUIDE TO BREAST-FEEDING YOUR BABY
BEGINNING BREAST-FEEDING
BREAST-FEEDING
EXERCISES FOR PREGNANCY AND CHILDBIRTH
FACTS FOR FATHERS
USUAL COMPLAINTS AND PROBLEMS OF PREGNANCY

Superintendent of Documents, U. S. Government Printing Office,
Washington, D. C. 20402.

Leaflet: A PARENT'S GUIDE TO DAY CARE

Tambrands Incorporated, Educational Department,
P. O. Box 8274, Lake Forest, Illinois 60045.

Teaching Portfolio: FROM FICTION TO FACT

United States Consumer Products Safety Commission, Washington, D. C. 20207.
Brochure: HAZARDS OF CHILDREN'S PRODUCTS

United States Department of Health, Education and Welfare,
200 Independence Avenue, Southwest, Washington, D. C. 20201.
Brochure: PARENTS' GUIDE TO CHILDHOOD IMMUNIZATIONS

United States Department of Labor,
200 Constitution Avenue, Northwest, Washington, D. C. 20210.
OCCUPATIONAL OUTLOOK HANDBOOK
EXPLORING CAREERS

University of California, Cooperative Extension,
6701 San Pablo Avenue, Oakland, California 94608.

Newsletter: PARENT EXPRESS: A MONTH BY MONTH NEWSLETTER
FOR YOU AND YOUR BABY

Warren Publishing House, Incorporated, P. O. Box 2255, Everett, Washington 98203.
Newsletter: TOTLINE NEWSLETTER

APPENDIX F

FILMS/FILMSTRIPS/VIDEOS/AUDIOTAPES

American Dental Association, c/o Modern Talking Picture Service,
5000 Park Street, North, St. Petersburg, Florida 33709.

Filmstrip: SOME CHILDREN NEED SPECIAL CARE

Appalachia Educational Laboratory, Incorporated,
1031 Quarrier Street, P. O. Box 1348,
Charleston, West Virginia 25325.

Video: IT'S NEVER TOO LATE

The Butterick Company, 161 Sixth Avenue,
New York, New York 10013.

Filmstrip: CHILD DEVELOPMENT: AGES AND STAGES

Video: CHILD ABUSE AND NEGLECT

Cambridge Home Economics, One Player's Club Drive,
Department HE-3, Charleston, West Virginia 25311.

Video: THE ART OF COMMUNICATION

Career Aids, 20417 Nordhoff Street, Department Y-76,
Chatsworth, California 91311.

Videos: BEHAVIOR DEVELOPMENT: 0-6 YEARS, AN OVERVIEW
PARENTING HEART-TO-HEART

Filmstrips: HELP CHILDREN GROW
YOU AND CHILD CARE

Concept Media, P. O. Box 19542, Irvine, California 92714.

Filmstrips: FOR THE SAKE OF THE CHILDREN
I'M ON THE RUN

Current Affairs, 124 Danbury Road, Wilton, Connecticut 06897.

Filmstrip: SINGLE PARENTS: COPING ALONE

Davidson Films, Incorporated.

Filmstrip: CHILD'S PLAY AND THE REAL WORLD

EMC Publishing, 300 York Avenue, St. Paul, Minnesota 55101.

Video: HANDLING CHILDHOOD EMERGENCIES

Franklin Clay Film, P. O. Box KX 2808,
Constamesa, California 92628-2808.

Videos: DRUGS, INJURIES, AND OTHER DANGERS TO LITTLE CHILDREN
CHILD ABUSE: PHYSICAL

General Mills, Incorporated, Audio Visual Department,
9200 Wayata Boulevard, Minneapolis, Minnesota.

Film: FOOD AS CHILDREN SEE IT

Glencoe Publishing Company, 15319 Chatsworth Street,
Mission Hills, California 91345.

Filmstrips: CAREERS HELPING CHILDREN
CAREERS IN CHILD CARE

Guidance Associates, Communications Park,
Box 3000, Mount Kisco, New York 10549-9989.

Filmstrips: RUNAWAYS: CHILDREN OF DESPAIR
TEENAGE RUNAWAYS: RUNNING FROM/RUNNING TO
PREGNANCY
PREPARING FOR PARENTHOOD
DEATH AND DYING: CLOSING THE CIRCLE
YOU AND YOUR JOB INTERVIEW
JOB HUNTING: WHERE TO BEGIN
Videos: CHILD ABUSE AND NEGLECT: THE HIDDEN HURT
IF AT FIRST: HOW TO GET A JOB AND KEEP IT
SEXUAL ABUSE AND HARASSMENT: CAUSES,
PREVENTION, AND COPING
STRONG KIDS, SAFE KIDS

Hogg Foundation for Mental Health,
Hogg Foundation Library, University of Texas,
P. O. Box 7998, Austin, Texas.

Audiotape 27: BATTERED CHILDREN

Home Economics School Service,
10200 Jefferson Boulevard, Room 8,
P. O. Box 802, Culver City, California 90232-0802.

Filmstrip: COPING WITH FAMILY CHANGES (2 Parts)

Ideal Audio Visual Services, Incorporated,
Ideal Pictures Film Library,
4431 W. North Avenue, Milwaukee, Wisconsin 53208.

Filmstrip Series: PART I--NUTRITION FOR THE NEWBORN: BREAST
PART II--NUTRITION FOR THE NEWBORN: FORMULA
PART III--NUTRITION FOR THE NEWBORN: SUPPLEMENTAL

Insurance Institute for Highway Safety,
c/o Modern Talking Picture Service,
500 Park Street, North, St. Petersburg, Florida 33709.

16mm Film: CHILDREN IN CRASHES

Johnson and Johnson Baby Products, Information Center,
Grandview Road, Skillman, New Jersey 08558.

Parenting Videos: INFANT DEVELOPMENT: A FIRST-YEAR GUIDE TO
GROWTH AND LEARNING
INFANT DEVELOPMENT: A FIRST-YEAR SUPPORT
GUIDE FOR NEW PARENTS
NEWBORN

Lawren Productions, Incorporated,
930 Pitner Avenue, Evanston, Illinois 60202.

Film/video: SPECIAL DELIVERY SERIES
... THE COMMON SHOW
... THE SPECIAL SHOW
... THE WHY SHOW
... THE POSITIVE SHOW
... THE REINFORCEMENT SHOW

March of Dimes, National Foundation,
1275 Mamaroneck Avenue, White Plains, New York 10605.

Filmstrips: LET'S TALK ABOUT YOU
INSIDE MY MOM
YOU CAN SEE TOMORROW
UNFINISHED CHILD
Videos: THE SAME INSIDE
ALCOHOL: CRISIS FOR THE UNBORN

Modern Talking Picture Service, Incorporated,
5000 Park Street, North, St. Petersburg, Florida 33709.

Video/Film: BORN AGAIN
Filmstrip: YOU CAN SEE TOMORROW

Nasco, 901 Jonesville Avenue,
Fort Atkinson, Wisconsin 53538.

Filmstrips: GUIDING CHILDREN'S BEHAVIOR
ON THE JOB
Video: HOW LIFE BEGINS

National Association for the Education of Young Children,
1834 Connecticut Avenue, Northwest, Washington, D. C. 20009.

Videos: DISCIPLINE: APPROPRIATE GUIDANCE OF YOUNG CHILDREN
WHAT IS QUALITY CHILD CARE?

South Carolina Department of Health and Environmental Control,
2600 Bull Street, Columbia, South Carolina 29201.

Film: BEGINNING BREAST-FEEDING

South Carolina Department of Education,
ITV, Early Childhood Department,
2712 Millwood Avenue, Columbia, South Carolina 29250.

Videos: CHILDREN'S FEARS: FACE THEM
DISCIPLINE: THE LONG AND SHORT OF IT
EMOTIONAL DEVELOPMENT: A RIGHT TO MY FEELINGS
PLAY AND FANTASY: THE CHILD'S BUILDING BLOCKS
A LITTLE HELP FROM MY FRIENDS
CHILD ABUSE: IT HURTS US ALL
INTELLECTUAL DEVELOPMENT: LEARNING SKILLS FOR LIFE
IT'S NEVER TOO LATE

South Carolina Services Information System,
University of South Carolina, Center for Developmental Disabilities,
Benson Building - Room 104, Columbia, South Carolina 29208.

Phone # 800-922-1107.
Local Columbia # 777-5732 (voice and TDD).

Sunburst Communications, 101 Castleton Street,
Pleasantville, New York 10570.

Filmstrip: SINGLE PARENT FAMILIES

Tambrands Incorporated, Educational Department,
P. O. Box 8274, Lake Forest, Illinois 60045.

Video: WHO AM I NOW?

Teacher's Video Exchange, Troy, Missouri.

Video: DIVORCE: A TEENAGER'S PERSPECTIVE

University of Minnesota, University Film/Video,
1313 Fifth Street, Southeast, Suite 108,
Milleapolis, Minnesota 55414.

Filmstrip: TELL ME MY NAME

16mm Films: ALL IN THE GAME

THE CHILD, PART 3: 12-24 MONTHS

Video: CHILDREN OF DIVORCE

APPENDIX G

COMPUTER SOFTWARE/KITS/MODELS/ PUZZLES/TRANSPARENCIES/SLIDES

EMC Publishing, 300 York Avenue, St. Paul, Minnesota 55101.
Computer Software: YOUNG PARENT, YOUNG CHILD

The Butterick Company, 161 Sixth Avenue, New York, New York 10013.
Kit: A CAREER EDUCATION PROGRAM--ENTERING
THE WORLD OF WORK

Career Aids, 20417 Nordhoff Street, Department Y-76,
Chatsworth, California 91311.
Computer Software: CHILD CARE
PARENTING 3-6
BIRTH DEFECTS: CAUSES
BIRTH DEFECTS: DETECTION, DIAGNOSIS,
TREATMENT, AND PREVENTION

Guidance Associates, Communication Park, Box 3000,
Mount Kisco, New York 10549-9989.
Models: HUMAN FETUS MODELS
Slides: HUMAN REPRODUCTION 100

Milliken Publishing Company, Home Economics Education, St. Louis, Missouri.
Transparency Masters: CHILD ABUSE AND NEGLECT

Nasco, 901 Jonesville Avenue, Fort Atkinson, Wisconsin 53538.
Kit: BABY CARE DEMONSTRATION KIT
Puzzle: CHILD DEVELOPMENT PUZZLE BOOK

Orange Juice, 338 South Arch Avenue, New Richmond, Wisconsin 54017.
Computer Software: FAST FOODS: COMPUTER PROGRAM FOR TRS 80
FROM THE BEGINNING: PRENATAL DEVELOPMENT
AND CHILDBIRTH
BEYOND THE BEGINNING . . . EARLY CHILDHOOD

South Carolina Department of Education, Office of Vocational Education,
Program Planning and Development Section, Home Economics-Child Care Services,
1429 Senate Street, Columbia, South Carolina 29201.
Kit: CHILD CARE SERVICES KIT #15
(INSTRUCTOR'S MANUAL)
CHILD CARE SERVICES KIT #401
(STUDENT LEARNING ACTIVITY GUIDE)